

Ethics in Counseling

COUN-5311

20/SR-ORIG Section Temporary 01/21/2020 to 05/13/2020 Modified 02/16/2023

Meeting Times

Contact Information

Office Hours

Course Description

A study of the ethical guidelines, principles, and laws that govern the practice of counseling in a professional setting, including the examination of moral philosophy underlying ethical decision making, records management, business/family law, and the application of professional codes. Terms Offered: Fall, Spring.

Requisites

None.

Learner-Centered Outcomes

Student Learning Outcomes: By the end of this course (COUN 5311) the student will be able to:

	Outcome and CACREP Standard(s)	Means of Assessment
1.	Describe the ethical guidelines, principles, and laws that govern the counseling profession (V.C.2.k);	
2.	Compare and contrast the various ethical codes used in the practice of professional counseling (II.F.1.i; V.C.2.k)	Comparison paper on codes of ethics (NEED RUBRIC-KPI)
3.	Apply biblical principles to ethical decision making;	
4.	Effectively utilize ethical decision-making models in deliberating specific ethical dilemma;	
5.	Analyze landmark legal cases and applicable ethical theory underlying them (II.F.1.i;V.C.2.i; V.C.2.l).	Application of ethical issues to court cases (NEED RUBRIC KPI)

6.	Articulate ethical and culturally relevant strategies for establishing in person and technology assisted counseling relationships (II.F.5.d; II.F.5.e; V.C.2.j)	
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Materials

Ethical, Legal, and Professional Issues in Counseling

Author: Remley, T. P., & Herlihy, B.
Publisher: Pearson
Edition: 6th
ISBN: 978-0-13-518381-6

Assignments

Requirements for Credit

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Assignment	Weight / Points	Week Due	Details
Codes of Ethics Comparison Paper		100 pts	
Court Case Analyses		200 pts (50 pts each)	
Four Exams		400 pts (100 pts each)	
Discussion Boards		150 pts (5 @ 30 pts each)	
Article Review and Presentation		150 pts (50 pts paper/100 pts presentation)	
Total Points		1000 pts	

Breakdown

Codes of Ethics Comparison Paper:

Students will complete a comparison paper in which they will analyze three comparable sections of the codes of ethics of the American Counseling Association (ACA) and the American Association of Christian Counseling (AACC). Students may choose which three sections of the codes they will compare and contrast. The paper should be 5-6 pages in length, double-spaced, and proper APA format is required.

Court Case Analyses:

Students will examine the primary ethical principles addressed in the four court cases listed below by completing the following directives:

- Include the name of the case and a brief description of the details surrounding the case.
- Identify and discuss the moral/ethical principles involved in the case, explaining any ethical conflicts.
- Discuss the potential consequences of all available options.
- Evaluate the course of action taken by the court. Provide a well-reasoned response indicating agreement or disagreement with the court's decision and why.

A separate paper will be submitted for each court case on the dates indicated in the tentative course schedule. Papers should be 3-4 pages in length, double-spaced, and written in APA format.

- Eisel v. Board of Education of Montgomery County, 1991
- Tarasoff v. Regents of the University of California, 1976

- Renu Thapar, M.D. v. Lyndall Zezulka, 1998
- Julea Ward v. Polite, 6th Court, 2012

Exams:

Four exams will be given over the course of the semester. Each exam will cover four chapters of the text and the course lectures. Students are not permitted to make up missed examinations unless they have made prior arrangements with the instructor.

Discussion Board Assignments:

Five discussion board assignments will be required over the course of the semester (connected to each online class). Students will post an initial thread early in the week referencing textbook and/or online lecture material and will then respond to at least two classmates' original posts. Refer to the associated grading rubric for additional information concerning discussion board requirements and evaluation.

Research Article Review and Presentation:

Students will review a current research journal article related to an ethical issue in professional counseling. The article must be at least 8-10 pages in length (published 2010 or later) and from a scholarly source (the DBU library contains many appropriate online databases). The following review format is required.

- Summarize the general contents of the article in 2-3 paragraphs.
- Describe what new knowledge was gained from the article in 2-3 paragraphs.
- Denote what you specifically agree and disagree with regarding the content of the article. Be sure to explain why you disagree.
- The paper should be 4-5 pages in length (APA format).
- Suggest how you can specifically use the information and how it practically changes the way therapists would go about providing therapy.
- At the end of the paper, document the article reference information using APA style.

Each student will present his/her paper to the class. Presentations should be no longer than three minutes in length and should include the information listed above.

Institutional Policies

Requirements for Undergraduate and Graduate Credit

When a 5000-level Graduate course is cross-listed with a 4000-level Undergraduate course or a 7000-level course is cross-listed with a 6000-level course, the syllabus clearly defines specific graduate requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.

Attention Education Certification Students: Go to [dbu.edu/education/requirements](http://www.dbu.edu/education/requirements) (<http://www.dbu.edu/education/requirements>) for essential program requirements.

Attendance Policy

According to DBU academic policy, attendance in class is considered a necessary factor in the learning process. Therefore, absences for all reasons must be kept to a minimum and should not exceed 25 percent of the total class time. Students are held responsible for all academic work required or performed during their absence regardless of the reasons for those absences. Students who register late are responsible for work missed. The policy concerning class attendance for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

GPA Scale

The GPA grading scale adopted by DBU for courses is:

A+ 4.00	A 4.00	A- 3.67
B+ 3.33	B 3.00	B- 2.67
C+ 2.33	C 2.00	C- 1.67
D+ 1.33	D 1.00	D- 0.67
F 0.00		

** No grades of D are awarded for graduate courses

Service-Learning

Service-learning is a teaching and learning strategy which integrates academic instruction, community service, and guided reflection from a Christ-centered, faith-based perspective in order to enhance student learning, to foster global civic responsibility, and to develop servant leaders. All courses play an important role in providing the student with an appropriate curricular foundation for service-learning. Designated service-learning courses incorporate a field-based component to provide the student with a curricular service-learning experience

Financial Aid

Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in future semesters.

Disabilities

The student has the responsibility of informing the **Dean of Students, at (214) 333-5340**, of any disabling condition for which the student will request course modifications and/or accommodation. Dallas Baptist University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's choice and responsibility to initiate any request for accommodations. Required documentation must be provided before the university can make accommodations.

University Honor Code/Academic Appeal and Academic Misconduct Procedure

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The faculty member endorses the **University Honor Code** and abides by the **University's Academic Appeal and Academic Misconduct Procedure** as stated in the Student Handbook and the Schedule of Classes.

Cheating and/or plagiarism are not tolerated at Dallas Baptist University and may result in expulsion.

Final Course Grades

Official final course grades are available only online through the WebAdvisor System. The Registrar's Office will only mail grades to a student upon request. The Dallas Baptist University undergraduate and graduate catalogs state that "All accounts must be paid in full before a student can...receive transcripts..." According to FERPA, faculty may not provide final grade information to students via telephone, email, posting or any other source which might compromise student confidentiality.

Children in Classes and Unaccompanied Children

Minors who are not DBU students are not permitted to attend class. Furthermore, minor children may not be unaccompanied on any property owned or operated by Dallas Baptist University. For their safety and welfare, unaccompanied children on any property owned or operated by Dallas Baptist University will be escorted to the Campus Security Office or other duly authorized location and the parents or guardians will be summoned to pick them up immediately.

Cell Phone and Electronic Device Policy

Electronic devices shall only be used for course specific work. The professor reserves the right to ban their use at any time. The policy concerning electronic devices for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

Electronic Communication Policy

The DBU campus e-mail system, or any other form of DBU electronic communication (i.e. Blackboard, class discussion, Collaborate) may not be utilized as an avenue to advertise the selling of goods or soliciting of donations from students, faculty, staff or members of the university community.

Graduating Students Grades

It is the responsibility of the student to notify the instructor if graduating this semester. Final exams for graduating students will be given earlier. Final grades for graduates are due in the Registrar's Office by noon on the Monday before Commencement ([see Academic Calendar \(https://www.dbu.edu/academics/calendar\)](https://www.dbu.edu/academics/calendar)). These grades are final. The instructor will not submit late grades for graduates nor change grades once they are submitted.

Schedule

All courses taught in a classroom include at least one online session.

(May change during the semester)

When	Topic	Notes
Session #1	Chapter 1 - Introduction; Sign up for Presentations; Review of LPC Code of Ethics	Read chapter 2 for next session.
Session #2	Chapter 2 - Professional Identity of Counselors	Discussion Board posts for Sessions #1 and #2 due. Please refer to grading rubric for additional directions and evaluation of discussion board assignments. Read chapter 3: ACA and AACC Codes of Ethics for next session.
Session #3	Class Presentations; Chapter 3 - Multiculturalism, Values, Social Justice, and Advocacy; Discussion of ACA and AACC Codes of Ethics	Read chapter 4 for next session.
Session #4	Chapter 4 - Client Rights and Counselor Responsibilities	Exam #1 (chapters 1-4) due. Read chapter 5 and <i>Eisel v. Board of Educators of Montgomery County</i> for next week.
Session #5	Chapter 5 - Confidentiality and Privileged Communication; Review of ethical codes in preparation for comparison paper. Discussion of <i>Eisel v. Board of Educators of Montgomery County</i> .	Read chapter 6 for next session.
Session #6	Chapter 6 - Records and Subpoenas	Codes of Ethics Comparison Paper due; Discussion Board posts due; Read chapter 7 and <i>Tarasoff v. The Board of Regents of the University of California</i> for next session.
Break		No assignments due.
Session #7	Class Presentations; Chapter 7 - Competence, Assessment, and Diagnosis; discussion of <i>Tarsoff v. The Board of Regents of the University of California</i>	Court Case Analysis of <i>Eisel v. Board of Educators of Montgomery County</i> due; Read chapter 8 for next session.
Session #8	Chapter 8 - Malpractice and Resolving Legal and Ethical Challenges	Discussion Board posts due; Read chapter 9 and Court Case for <i>Renu Thapar, M. D. v. Llyndall Zezulka</i> for next session; Exam #2 (chapters 5-8).
Session #9	Class Presentations; Chapter 9 - Boundary Issues; Discussion of <i>Renu Thapar, M. D. v. Lyndall Zezulka</i>	Research Article Review paper due; Court Case Analysis of <i>Tarasoff v. The Board of Regents of the University of California</i> due; Read chapters 10 & 11 for next session.
Sessions 10 & 11	Chapter 10 - Technology in Counseling; Chapter 11 - Counseling Children and Vulnerable Adults	Discussion Board posts for Session #10 due; Read chapter 12 and Court Case for <i>Ward v. Polite</i> for next session.

When	Topic	Notes
Session 12	Class Presentations; Chapter 12 - Counseling Families and Groups; Discussion of Court Case Ward v. Polite.	Court Case Analysis of <i>Renu Thapar, M. D. v. Lyndall Zezulkadue</i> ; Read chapter 13 for next session.
Session #13	Chapter 13 - Professional Relationships, Private Practice, and Health Care Plans	Exam #3 (chapters 9-12); Read chapter 14 for next session.
Session #14	Class Presentations; Chapter 14 - Issues in Counselor Education	Court Case Analysis of <i>Ward v. Polite due</i> ; Read chapters 15 & 16 for next session.
Sessions 15 & 16	Chapter 15 - Supervision and Consultation; Chapter 16	Professional Writing, Conducting Research, and Publishing
Session 16 (cont.)	Final Exam	Exam #4 (chapters 13-16)