

MURRAY STATE UNIVERSITY

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, & COUNSELING

COURSE PREFIX: CNS

COURSE NUMBER: 625

CREDIT HOURS: 3

I. TITLE: Legal and Ethical Issues

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course will present the legal and ethical ramifications that being a counselor in today's complex society demands. An in-depth examination of current contemporary issues will highlight the course.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Council for Accreditation of Counseling & Related Education Programs (CACREP) Standards addressed by that objective.

Upon successful completion of this class, students will be able to

- A. know what it means to be an ethical professional counselor (Section II G.1.b, G 1.c);
- B. be aware and understand the implications of many of the ethical, legal, and professional issues currently involved in the counseling profession (Section III CHMC: C9);
- C. be familiar with the American Counseling Associations (ACA) Code of Ethics (Section II: G1.j).
- D. be familiar with ethical issues related to counseling certification and licensure requirements (Section II: G.1.g);
- E. be aware of ethical practices for working in a multicultural society (Section II G.2.a; Section III CHMC: D5; Section III School: E1);
- F. be aware of counselor biases, personal culture, beliefs and fears as they relate to ethics in professional counseling (Section II: G.2.a; Section III CMHC: D9; Section III School: E1);
- G. become aware of significant legal issues/cases relevant to counseling (Section III CMHC: C9);
- H. be aware of ethical issues specific to mental health agencies and school settings (Section II: G.1.j.; Section III CMHC: A2; Section III School: A2);
- I. be aware of the ethical issues related to counselor self-care and impairment (Section II G.1.d; Section III CHMC: D9);
- J. know and understand relevant ethical decision making models (Section III CHMC: B2; Section III School: B1);
- K. demonstrate the ability to understand and use the ACA Code of ethics to make an ethical decision (Section III CMHC: B1; Section III School: B1);
- L. demonstrate the ability to use a specific ethical decision making model (Section III CMHC: B2); and
- M. use Research effectively to inform evidence-based practice (Section II: G.8.e.).

The CAEP/EPBSB theme of diversity will be addressed through discussions and assignments that promote ethical counseling interactions within a multicultural framework. Students will engage in self-reflective learning activities that promote self-awareness and understanding of how one's own attitudes, values, biases, and judgments impact the counseling relationship.

The CAEP/EPBSB theme of literacy/reading will be addressed as students read and analyze text readings, journal articles, and case studies as they learn how to apply the ethical codes and standards of practice to various counseling settings. Written and verbal communication will be promoted as students learn how to identify ethical issues, choose an appropriate ethical decision making model to address and resolve the ethical issues, consult with other professionals to obtain objectivity surrounding the ethical issues, and document how and why choices were made while resolving the ethical issues.

The CAEP/EPBSB theme of assessment is addressed in this course via text readings and threaded discussions on the ethical, professional, and responsible use of assessment instruments in counseling settings.

Finally, the CAEP/EPBSB theme of technology is addressed through reading assignments and class discussions that promote critical thinking and reflection pertaining to the ethical use of technology in the counseling field. Students will learn how to identify and resolve counseling related issues pertaining to social media, emails, electronic records, and technology-assisted distance counseling.

IV. CONTENT OUTLINE:

- A. Ethical Decision Making
- B. Ethical Standards, Ethics & the Law
- C. Informed Consent,
- D. Cultural Values
- E. Confidentiality/ Privileged Communication
- F. Issues in Consultation
- G. Dual Relationships
- H. Duty to Warn
- I. Group Work
- J. Relevant Legal Cases/Issues
- K. Misconduct/Malpractice
- L. Marital & Family
- M. Issues specific to schools
- N. Issues related to minors

V. INSTRUCTIONAL ACTIVITIES:

- A. Class participation/video discussion board (Access to a webcam & microphone are required)
- B. Readings
- C. Case Studies
- D. Research & Reflection Papers

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None

VII. TEXT(S) AND RESOURCES:

- A. Ethical Codes of Conduct for Counselors:
 - 1. American Counseling Association (ACA) Code of Ethics
www.counseling.org/Resources/aca-code-of-ethics.pdf
 - 2. National Board for Certified Counselors (NBCC) Code of Ethics
<http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf>
 - 3. American Mental Health Counselors Association (AMHCA) Code of Ethics
<http://www.amhca.org>
 - 4. Association for Group Work Specialists (ASGW) Best Practices
http://www.asgw.org/pdf/Best_Practices.pdf
 - 5. American School Counselor Association (ASCA) Code of Ethics
www.schoolcounselor.org/files/EthicalStandards2010.pdf
- B. Required Texts:
 - Corey, G., Corey, M. S., & Haynes, R. (2014). *Ethics in action* (3rd ed.) Stamford, CT: Cengage Learning. [Note... you will need the workbook, DVD, and coursemate package for ISBN: 978128585033. Because of that, you will need a new copy and not a used copy since a used copy, the access code will have already been used].
 - Welfel, E. R. (2016). *Ethics in counseling and psychotherapy: Standards, research and emerging issues* (6th ed.). Boston, MA: Cengage Learning
 - Wheeler, N., & Bertram, B. (2015). *The counselor and the law: A guide to legal and ethical practice* (7th ed.). Alexandria, VA: American Counseling Association.
- C. Other Required Readings:

Instructor assigned readings (i.e. Journal Articles, State Statues, etc.) will be posted on Canvas
- D. Additional References:
 - American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
 - Wilcoxon, S. A., Remley, T. P. Jr., Gladding, S. T., & Huber, C. H. (2007) *Ethical, legal, and professional issues in the practice of marriage and family therapy* (4th ed.). Upper Saddle River, NJ: Pearson.

Cottone, R. R., & Tarvydas, V. M. (2007). *Counseling ethics and decision making*. (3rd ed.). Upper Saddle River, NJ: Pearson.

Forester-Miller, H., & David, T. (1996). *A practitioner's guide to ethical decision making*. Retrieved May 31, 2006, from <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Herlihy, B., & Corey, G. (2015). *Boundary issues in counseling* (3rd ed.). Alexandria, VA: American Counseling Association.

Herlihy, B., & Corey, G. (2006). *ACA ethical standards casebooks* (6th ed.). Alexandria, VA: American Counseling Association.

Herlihy, B., Remley, T. P. Jr., Garry, S. E., & Garry, J. M. (2004). *Scenarios in counseling: Guided interactive practice in understanding ethical and legal issues*. Upper Saddle River, NJ: Pearson

Remley, T. P. & Herlihy, B. (2010). *Ethical, legal, and professional issues in counseling* (4th ed.). Upper Saddle River, NJ: Pearson.

Stone, C. (Ed.). (2009). *School counseling principles: Ethics and law*. Alexandria, VA: American School Counselor Association. [Strongly Recommended Text for School Counselors]

Wilcoxon, S. A., Remley, T. P. Jr., Gladding, S. T., & Huber, C. H. (2007) *Ethical, legal, and professional issues in the practice of marriage and family therapy* (4th ed.). Upper Saddle River, NJ: Pearson.

E. Websites:

American Counseling Association (ACA): www.counseling.org

American School Counselor Association (ASCA): www.schoolcounselor.org

American Mental Health Counselors Association (AMHCA): www.amhca.org

Association for Group Work Specialists (ASGW): <http://www.asgw.org>

Association for Counselors and Supervision (ACES): <http://www.acesonline.net/>

Council for Accreditation of Counseling & Related Educational Programs (CACREP): <http://www.cacrep.org>

Federal Education Rights and Privacy Acts Regulations (FERPA):

<http://www2.ed.gov/policy/gen/reg/ferpa/index.html>

Health Insurance Portability and Accountability Act (HIPAA):

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/special/mhguidance.html>

International Association of Marriage and Family Counseling (IAMFC): <http://www.iamfconline.org/>

Kentucky Counseling Association (KCA): www.kyca.org

Kentucky Board of Licensed Professional Counselors: <http://lpc.ky.gov/Pages/default.aspx>

Kentucky State Statutes: <http://www.lrc.ky.gov/statutes/>

National Board for Certified Counselors (NBCC): <http://www.nbcc.org/>

F. Journals:

Counseling and Values

Journal for Specialists in Group Work

Journal of Multicultural Counseling & Development

Journal of Counseling & Development

Journal of Mental Health Counseling

Multicultural Perspectives

Professional School Counseling Journal

The Family Journal

G. Other:

Counseling Today: <http://ct.counseling.org/archives/>

H. Library Resources:

MSU Library: www.murraystate.edu/MSML

MSU College of Education Librarian: Katherine Farmer – (270) 809-6180 / kfarmer10@murraystate.edu

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements:

Evaluation and grade will be determined by tests and assignments based on texts, supplementary readings in professional journals, lectures, group activities, and class discussion.

Grading Scale: A = 90-100%
 B = 80-89%
 C = 71-79%
 E = Below 71%

1. Ethics Course Overview DVD and Workbook Reflection Assignment	30 points
2. Combined Disclosure Statement/Informed Consent Form Assignment	15 points
a. Checklist (15 points)	
3. Ethical Issues in Pop Culture Paper and Presentation	30 points
a. Paper (20 points)	
b. Presentation (10 points)	
4. Reflection Papers	75 points
a. Greatest Fear (25 points)	
b. Counselor Identity (5 points)	
c. Ethical Decision Making Models (10 points)	
d. Values Self-Awareness (10 points)	
e. What I Have Learned (25 points)	
5. Self-Reflection, Professionalism, and Class Participation	50 points
6. Threaded Discussions (4 at 15 points each)	60 points
7. Quizzes (4 at 25 points each)	100 points
Total Points Possible	360 points

B. Assignment Descriptions:

1. Ethics Course Overview DVD and Workbook Reflection Assignment (30 points). (Due July 9th at 10 am).
 This assignment has three parts to it:
 - a. Students will watch the entire Ethics in Action DVD; and
 - b. Complete the corresponding Workbook for Ethics in Action (3rd ed.); and
 - c. Submit completed workbook "worksheet" pages via Canvas (worksheet pages should be scanned in and uploaded to Canvas). Although students will be expected to complete the entire workbook, only select "worksheet" pages will be asked for from all three sections of the book. Options for the pages to be turned in will be identified and discussed in Canvas.

2. Combined Disclosure Statement/Informed Consent Form Checklist Assignment (15 points total). (Due July 16th at 10 am).
 Using the ethical codes and the standards of practice relevant to the setting (and state) and where you will be doing your practicum or internship, (and if you are past your practicum and internship phase of the program, where you will be working when you graduate):
 - a. Write a checklist of the items to include in a combined disclosure statement/informed consent form that is based off the counseling profession's standards of practice, the state laws, and ethical codes.
 - 1) Be intentional with what is on your checklist.
 - 2) For purposes of the checklist, next to each item, indicate why that item is being included on your checklist (e.g., Did it come from a specific ethical code (list the code and relevant section of the code)? Did you read it off a professional association website (identify what website)? Was there a state statute that said that item should be included in an informed consent form (include the state statute number and website link for that statute)? Is this a standard practice item to include in a combined disclosure statement/informed consent form? Share how you know it is a standard practice item (maybe the book shared this info)?
 - 3) This checklist can be used to create your disclosure/informed consent form or if you have one already – use it as a guide to see if you have all the items needed on your form (it is easy to forget something on your form).

3. Ethical Issues in Pop Culture Assignment - Paper and Presentation (30 points)
 In this assignment you will explore how to identify and work through ethical issues in a fun and creative way. This assignment will consist of three parts:

- a. Select and watch a movie from the list below where one of the main characters is a counselor, psychologist, therapist, or other mental health or counseling professional. Each movie will only have one student assigned to it. You are welcome to choose different movie not listed below, as long as the movie has a significant enough client/counselor or helping professional interaction (0 points).
- b. Write a 6-10 page paper identifying and exploring the following (20 points):
 - 1)The ethical dilemma(s) at hand;
 - 2)Relevant ethical codes;
 - 3)Standards of practice;
 - 4)Court rulings/appeals relating to the dilemma(s) in the movie;
 - 5)Ethical considerations,
 - 6)Ethical/legal ramifications;
 - 7)An ethical decision making model that could have helped the character become more aware of the dilemma(s);
 - 8)How you, the counselor (if you were in that role), would use this ethical decision making model to work through the dilemma(s) to make the best ethical decision(s) possible; and
 - 9)As part of your paper, appropriately cite the relevant ethical codes and standards of practice and/or statutes and case law to support or define your position (including appropriate citations related to theory, techniques, special needs regulations, and multicultural research as applicable).
- c. In addition to turning in your paper, you will also present your findings in a 5 - 7 minute video to be posted on Canvas so other students will be able to respond to your video post as part of one of our threaded discussions (10 points).

Due date information: Your paper is due July 27th at 10 am. The presentation will be our final video post of our threaded discussion for the semester (last full week of class). Please post your videos and responses to other's videos posts between July 28th at 10 am and July 10th at 10 am. (Preferably upload your video by Weds. evening so as to give people time to view and respond to it by Saturday morning).

Movie list to choose from:

28 Days	Girl with the Dragon Tattoo	Penny Dreadful
50/50	Good Will Hunting	Prime
Analyze This	Hope Springs	Prince of Tides
Anger Management	Igby Goes Down	Running with Scissors
Antonieta	Jimmy P	Shrink
Antwone Fisher	Karla	Side Effects
Because I Say So	Lars and the Real Girl	Silence of the Lambs
Cider House Rules	Like Minds	Sixth Sense
Clockwork Orange	Love.Wedding.Marriage	Star Trek
Couples Retreat	Maurice	Sybil
Don Juan DeMarco	Mr. Jones	Temptation: Confessions of a Marriage Counselor
Dorothy Mills	Mumford	The Snakepit
Dressed to Kill	Never Talk to Strangers	The Thomas Crowne Affair
Easy A	Number 23	Three Faces of Eve
Failure to Launch	Ordinary People	What About Bob?
Girl Interrupted	Patch Adams	Penny Dreadful

4. Reflection Papers (75 points total)

Five weekly reflection papers will be written throughout the course. There will be separate grading rubrics for each paper that can be found at the end of the syllabus. All papers can be written in first person. Outside of the first paper on Greatest Fears, and the third paper on Ethical Decision Making Models, these reflection papers are designed to be really informal (think of these papers like a cross between a journal entry and a personal essay). Please look through the rubrics before writing your papers for they will further assist you in what is needed to obtain full points on each paper below. Reflection Papers will be due each Monday at 10 am unless otherwise noted.

- a. Greatest Fear Paper (25 points) (Due July 6th at 10 am) (Section II G.1.j, G.8.e; Section III CMHC: A2; Section III School)

Write a 3-4 page reflection paper identifying an ethical dilemma you fear the most. Divide your paper into two parts:

- 1) Introduce and discuss in detail why this issue in particular is more challenging and frightening for you to have to deal with than all the others;
- 2) Use research and proper citations of current research that address this issue in the literature to show that this is a legitimate ethical issue counselors face today (minimum of 3 sources).

b. Counselor Identity Reflection Paper (5 points) (Due July 13th at 10 am)

In this reflection paper (2-3 pages in length, double-spaced), write about what drew you to this profession, and what it means to you to be a counselor (or school counselor). No specific length is required for this paper and there is no need to use APA for this paper (unless you citing a source as part of your paper). As part of this paper, explore the following:

- 1) Keeping in mind your ideal work setting (e.g. private practice, agency, college counseling, school counseling, counselor education), what do you see as your role(s) as a counselor for that particular setting?
- 2) How are those roles different from other helping professionals (i.e. psychologists, school psychologists, social workers, etc.)?
- 3) Explore what the connection is between your professional and personal life. Particularly share your thoughts on who you are as a professional and if this has anything to do with who you are as a person away from work (or vice-versa).

Please note that no specific rubric will be used to grade this particular paper. If students' meet page requirements, and thoughtfully answer each question demonstrating depth and insight, they will receive full credit (5 points). Otherwise, they students will receive 0 points.

c. Ethical Decision Making Models Reflection Paper (10 points) (Due July 20th at 10 am)

This reflection paper has three parts to it:

- 1) From the readings, class discussions, journal articles, and your own beliefs, identify three ethical decision making models that you resonate with.
 - Summarize these models and their corresponding steps (appropriately citing sources).
 - Explore how and when you might use these three models (e.g. In what kinds of situations could you picture these models working well for you? When and why might you use one model over another model)?
- 2) Reflect upon the three models you have chosen. Combine them/tweak them (add or take off something) to create 1 very personalized ethical decision making model that could work well in a wide variety of situations.
 - Identify and list the steps of your own personal model.
 - For each step in your model, give a short description of the step, the source for the step (another model, research, codes of ethics, etc.), and why you feel this step is important to you.
- 3) Create a simple table that summarizes the steps for each of the four models (i.e. the three previous models plus your own personalized model).

Note: There is no specific length to this particular paper or the table, as long as you sufficiently describe and back-up/support the information asked for. At the end of the semester, I recommend creating a file of all four models and the table you created and placing them where you will easily be able to draw upon them when needed.

There will be no specific rubric for this assignment. This assignment is all or nothing. Students will receive full credit, 10 points, if they: complete all questions asked for with depth and insight; properly cite their sources for their decision making models; create their own personalized ethical decision making model and respond to the questions asked about that; as well as create a table that adequately summarizes their decision making model. This particular assignment is a really important one. Students who fail to follow the grading criteria for this particular paper, will receive a 0 on their paper.

d. Values Self-Awareness Reflection Paper (10 points) (Due July 27th at 10 am)

In this reflection paper you will explore the relationship between your personal values and beliefs in your own life and how these relate to who you are as a person, and who you are as a professional.

This particular paper has two parts to it that will be explained below: 1) a hands-on self-directed experiential reflective activity; and 2) a written reflection of your experiences doing the activity and insights gained from the activity. No need to use APA for this paper unless you need to cite any sources. There is no length requirement but answers should be sufficient to provide the adequate information needed. Also note that there is not a wrong or right to this exercise.

1)Experiential self-exploration and awareness activity:

- Three different sets of values cards will be uploaded into canvas. Choose one of the three decks of cards to use for this assignment (or try all three if you would like). Download the deck of cards, print out on sheets of paper or cardstock, and cut along the lines to make into little cards. There are some blank cards on the last page of each of the three pages so you may write in and include additional values that you do not see on the original list of values (e.g. empathy, interdependence, self-awareness, self-care, courage, determination, faith, intuition, balance, integrity, critical thinking, competitiveness, nonjudgmental, harmony, friendly, community, doing what is right, decisive, persistence, unconditional positive regard, etc.).
- After cutting the cards, take the three cards that say “very important to me,” “important to me,” and “not important to me.” Place these three cards a foot apart on a table (or on the floor if you prefer to use the floor). Once the cards have been cut, the rest of the experiential part of the activity should take only 5-6 minutes to complete.
- Next, take each value card and place them under one of these three categories. Do this process quickly (in 3-4 minutes).
- After placing each of the cards in one of the three categories, then go through each category in two minutes or less, and organize the values from most important value at the top, to the least important at the bottom.

2)Write about the experience of the ease or challenges of clarifying your values and what matters to you most. As part of writing about the process and experience:

- Explore what it was like to reflect upon your values and identifying those that matter to you most.
- Reflect upon what it was like to visually see your values in the order they matter most to you.
- Explore how your three lists of values might have looked at different times in your life.
- Explore how your three lists of values might look if you based them off how you are in your professional life/at work versus how you are in your personal life. Note any differences or discrepancies, and why that might be.
- If you have ever had any clashes in values, how have you resolved this?

Note that this is an activity that can easily be used with clients. If you do that, I would create your own cards on cardstock, keep it simple, thin out the number of cards used, and use words/descriptions that are age appropriate, as well as developmentally appropriate. I would approach this particular exercise like you are doing a journal entry. This is a very personal activity so when you write, only share what you are comfortable sharing.

There is no particular rubric for this assignment since there is no wrong or right answer. Students who complete all parts of this assignment, and demonstrate depth and insight in their responses, will get full credit (10 points). Students who complete all three parts of the assignment but do not demonstrate depth and insight, or do not thoroughly respond to the questions, will only receive 5 points on their papers. Student who fail to put effort into the assignment and their responses, or do not complete all aspects of the paper, will receive 0 points for their paper.

- e. What Have I Learned Reflection Paper (25 points) (Due Aug. 3rd at 10 am). (CACREP II. G.1.d., Section II G.1.j, G.8.e; Section III CMHC: A2; Section III School: A2). This paper has three parts to it, one that particularly addresses your greatest fear, one that relates to general knowledge and insights gained from taking this course as a whole, and one that pertains to the role of self-care and ethical practice. At the end of the semester you will write a 4-6 page informal reflection paper (no need to use APA format unless citing sources) that accomplishes the following:

- 1)In response to your greatest fear you have that was identified in your Greatest Fear Reflection Paper No. 1:

- Outline a plan of action that describes how you plan to address the situation you described as your “greatest fear.” Use a specific decision making model;
 - If applicable to your situation identify steps you can take to avoid this situation from happening
 - Conclude by summarizing what you learned about yourself, your values, and your fears by confronting this issue.
- 2) As you reflect back on the course as a whole - the various assignments, interactions with others in class, the threaded discussions, and text readings or other relevant readings:
- Identify the three biggest things that surprised you the most; and
 - Identify three things from class that you picture being the most helpful for you as you move forward in your program and/or chosen profession (for being the most ethical responsible counselor possible).
- 3) Self-care is critical in the counseling field. For this final section of your paper:
- Describe what you have learned in this course pertaining to the connection between each of these areas: a) self-care and wellness; b) self-awareness and self-care, and c) self-care and ethical practice.
 - Describe the role of self-awareness with good self-care and ethical practice, and identify three things you can do that will best help you engage in self-care while working with clients.

5. Self-Reflection, Class Participation, and Professionalism (50 points)

Self-reflection and self-examination are critical components of counselor development. Assessing one's values, beliefs, and assumptions is part of becoming an ethical counselor. Students will be expected to engage in self-reflection and self-examination through the entire course. This process assists students with stretching, learning, and growing in new ways while you explore the important role ethics play in the counseling profession. As part of developing skills towards being an ethical counselor, students will also be expected to work on their own personal issues or other issues that could adversely impact their work with clients, or their growth and development as a counselor or counselor-in-training (CACREP Section III: G2, G5, G6).

A healthy exchange of ideas and feedback from each other can enrich the learning process. Because of that, active participation in class is essential. You will be expected to contribute to class discussions in a respectful way – both as an active listener, and as an active speaker. Although students will be expected to discuss their personal values and assumptions in class, students may also choose to share that which they are comfortable sharing. It is hoped that by sharing with each other, students will be able to engage in synergistic conversations that can help each other gain additional insights to the class concepts being discussed.

As a class we will work towards creating an environment of trust where difficult concepts can be discussed without individuals feeling judged or looked down upon. To help with this, students will be expected to be sensitive to how they give feedback to each other, and work on being assertive versus passive, aggressive, or passive-aggressive. Being assertive means students will speak up, but not hurt, poke, jab, blame, or demean each other in the process. Making insensitive, inappropriate, judgmental, or other hurtful comments, is not acceptable. Students are expected to be professional with how they interact with each other as well as with the instructor. Lack of professionalism could adversely affect your grade as well as adversely affect your standing in the program.

6. Threaded Discussions – Video Discussions and Case Study Discussions (60 points total). (Section II G.1.b, G.1.j)

Weekly threaded discussions will take place throughout the course. Specific Instructions will be posted in Canvas. How the threaded discussions will work (general information and expectations): Threaded discussions start every Tuesday at 10 am and close every Saturday at 10 am. Students are expected to post a response to the original questions posted in Canvas by Wednesday night, then respond to two other posts of their choice sometime before Saturday morning.

- Threaded discussions will start July 7th and run for 4 weeks (ending on August 1st).
- The first full week of class and the last full week of class will be video threaded discussion responses that involve the entire class. The first and last week will be full class discussions.
- The second and third full weeks of class will be traditional written threaded discussions. For these two weeks students will be divided into groups of 4 - 6 students.

- Topics, discussion questions, and specific instructions for each week's discussions will be posted in Canvas each week.
- Whether or not the threaded discussions are video discussions or written discussions, students will be expected to respond with quality comments that show intentionality, thought and depth.
- Grading for the threaded discussions will be based on participation and the number of responses (minimum three posts per week) and for the quality of the response (which must show intentionality, depth, and critical thinking and/or reasoning skills to get full credit). 15 points each week possible. (One grade will be given at the end of all the discussion posts that totals 60 points).
- No threaded discussions will take place the first week half week of class (July 1 – 5)... this will be hopefully allow you a little extra time to get oriented to class, ask questions, start the overview assignment, start reading the texts, etc.

7. Quizzes (100 points total)

Four quizzes worth 25 points each will be given each week via Canvas. These quizzes will relate to the text readings for that particular module of class and will be open book, timed quizzes (three hours, which should be plenty of time to answer all the questions with relative ease). Quizzes will open every Thursday at 2 pm and close every Saturday at 2 pm.

Extra Credit: An extra credit assignment option worth 10 points may be announced in Canvas. Look in Canvas for details.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

CACREP Counseling Program Specifics for CNS 625

Clinical Mental Health Counseling Objectives		Assessment
Foundations A2	Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	Discussions, papers, case studies and exams
Foundations B1	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	Discussions, papers, case studies and exams
Foundations B2	Demonstrates the ability to apply and adhere to ethical policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health.	Discussions, papers, case studies and exams
Prevention C9	Understands professional issues relevant to the practice of clinical mental health counseling	Discussions, papers, case studies and exams
Prevention D5	Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	Discussions, papers, case studies and exams
Prevention D9	Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	Discussions, papers, case studies and exams
School Counseling Objectives		Assessment
Foundations A2	Understands ethical and legal considerations specifically related to the practice of school counseling.	Discussions, papers, case studies and exams
Foundations B1	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	Discussions, papers, case studies and exams
Diversity E1	Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Discussions, papers, case studies and exams

Course Specifics for CNS 625 - Summer 2015

Instructor Contact Information, Office Hours, Class Meeting Times,
Tentative Course Schedule, Outline, Due Dates, and Rubrics*

Tentative Course Schedule and Outline

Date	Topics to Read and Discuss	Readings/Assignments/Due Dates	CACREP Standards
Module 1 7/1 – 7/11	Introduction to Ethics Ethics Overview Ethical Decision Making Professional Counseling and Professional Identity Multicultural Competencies Ethical Decision Making Models Licensing Boards	Welfel Chs: 1 - 4 Wheeler & Bertram Chs: 1, 3, & 4 Canvas Posted Articles and PowerPoint Slides <i>ACA Code of Ethics</i> <i>Watch the Ethics in Action DVD</i> Threaded Discussion No. 1 – Video Posts: Opens T July 7 th at 10 am. Closes Sat July 11 th at 10 am Greatest Fear Reflection Paper - Due Mon., July 6 th at 10 am Ethics in Action – Workbook Worksheets – Due TH July 9 th at 10 am. See Canvas for more details Quiz No. 1 - Opens TH July 9 th at 2 pm. Closes Sat July 11 th at 2 pm.	Section II G.1.b, G.1.j, G.2.a; G.8.e; Section III CMHC: B1, D5; Section III School: B1, E1
Module 2 7/12 – 7/18	Client Rights & Counselor Responsibilities Confidentiality & Privileged Communication FERPA HIPAA Disclosure Statements Informed Consent Harm to Self Harm to Others Reporting Child Abuse	Welfel Ch: 5 - 6 Wheeler & Bertram: Ch: 2, 5, 6, & 8 Canvas Posted Articles & PowerPoint Slides <i>ASCA Code of Ethics</i> Threaded Discussion No. 2 in Small Groups – Case Studies Opens T July 16 th at 10 am. Closes Sat July 18 th at 10 am Counselor Identity Reflection Paper - Due M July 13 th at 10 am Combined Disclosure/Informed Consent Form Checklist Assignment – Due TH July 16 th at 10 am Quiz No. 2 – Opens TH July 16 th at 2 pm. Closes Sat July 18 th at 2 pm	Section II G.1.b, G.1.j, G.2.a; G.8.e; Section III CMHC: B1, D5; Section III School: B1, E1
Module 3 7/19 – 7/27	Self-Care & Competence Preventing Missteps Negligence & Malpractice Subpoenas Documentation Technology and Social Media Evaluation/Assessments School Counseling Managing Your Practice	Welfel Chs: 10, 11 & 13 Wheeler & Burtram Chs. 7, 9 – 10, & 11 Posted Articles & PowerPoint Slides Threaded Discussion No. 3 in Small Groups – Case Studies Opens T July 21 st at 10 am. Closes Sat July 25 th at 10 am Ethical Decision Making Models Reflection Paper - Due M July 20 th at 10 am Values Self-Awareness Reflection Paper - Due M July 27 th at 10 am Ethical Issues in Pop Cultural Assignment Paper - Due M July 27 th at 10 am Quiz No. 3 – Opens TH July 23 th at 2 pm. Closes Sat July 25 th at 2 pm.	Section II G.1.b, G.1.c, G.1.d, G.1.j, G.2.a; G.8.e; Section III CMHC: B1, D5; Section III School: B1, E1
Module 4 7/28 – 7/4	Counseling Couples, Families, Children, & Groups Avoiding Conflicts of Interest Boundaries Issues in Counseling, Supervision, Consultation, Teaching, & Research Sexualized Relationships	Welfel Ch: 7, 8, 9, 12, 14, & 15 Wheeler & Bertram Chs: 9 & 12 Posted Articles & Power Point Slides Threaded Discussion No. 4 – Full Class (Video Presentations Posts for Ethics Pop Culture Assignment) - Opens T July 28 th at 10 am. Closes Sat Aug. 1 st at 10 am Quiz No. 4 – Opens TH July 30 th at 2 pm. Closes Sat Aug 1 st at 2 pm. What I Have Learned Reflection Paper - Due M Aug. 3rd at 10 am	Section II G.1.b, G.1.j, G.2.a; G.8.e; Section III CMHC: B1, D5; Section III School: B1, E1



CNS 625 Legal & Ethical Issues in Counseling

Rubric: Online Threaded Discussion Participation

CATEGORY	Exceeds Standards	Meets Standards	Developing Standards	Does not Meet Standards	Score
Original Response to Discussion Questions and Evidence of Reading (Section II G.1.b, G.1.j)	The student makes a clear response of 150-200 words or more for each original post. The student provides clear evidence of having read the background material by quotation or reference to at least one resource in addition to the textbook or the relevant codes of ethics. Response shows depth, thought, awareness, critical thinking, and insight. Excellent consistency with posting in a timely manner each week. =13-15	The student makes a response of around 100-150 words for each original post (or addresses only part of what is asked for). The student provides some evidence of having read the background material, the textbook or the relevant codes of ethics. Response shows some depth, thought, awareness, critical thinking, and insight. Good consistency with posting in a timely manner each week. = 10-12	The student makes a response of 150-100 words or less for their original post. The student provides little evidence of having read the background material, the textbook or the relevant codes of ethics. Response shows little depth, thought, awareness, critical thinking, and insight. Somewhat inconsistent with posting each week in a timely manner. =5-9	The student makes a response less than 100 words or less for their original post. The student provides no evidence of having read the background material, the textbook or the relevant codes of ethics. Response shows no depth, thought, awareness, critical thinking, and insight. Little timely responses to postings each week. = 0-4	/15
Responses to Colleagues	The student makes two or more responses to other students' postings of 100-150 words each week to colleagues. The responses show clear evidence of reflection about and understanding of the original poster's point of view. Shows good thought, depth, and insight. Excellent consistency with posting in a timely manner each week. = 13-15	The student makes two responses to other students' postings of about 50-100 words each week to colleagues. The responses show some evidence of reflection about and understanding of the original poster's point of view. Shows some thought, depth, and insight. Good consistency with posting in a timely manner each week. = 10-12	The student makes at least one response to another student's posting of about 50 words or less each week to colleagues. The responses show minimal evidence of reflection about and understanding of the original poster's point of view. Shows little thought, depth, and insight. Somewhat inconsistent with posting each week in a timely manner. = 5-9	The student makes at least one response to another student's posting less than 50 words or less each week to colleagues. The responses show no evidence of reflection about and understanding of the original poster's point of view. Shows no thought, depth, or insight. Somewhat inconsistent with posting each week in a timely manner. = 0-4	/15
Writing Style	Well written with no grammar or spelling mistakes. Professional writing style and tone. For video posts – professional sounding and polished presentation = 13-15	Occasional grammar or spelling errors. Mostly professional tone. For video posts – professional sounding presentation = 10-12	Poor grammar, many spelling errors and/or non-profession. For video posts – somewhat professional sounding presentation = 5-9	Feels thrown together with not much thought or foresight of what to share. Extensive errors – grammar or spelling. For video posts – not a professional sounding presentation = 0-4	/15
Total					/60 Points



CNS 625 Legal & Ethical Issues in Counseling
Rubric: Greatest Fear Paper

CATEGORY	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Description and explanation of ethical dilemma (Section II G.1.j, G.8.e; Section III CMHC: A2; Section III School)	Thoroughly explains and introduces the ethical dilemma = 9-10	Sufficient explanations and introduction of the ethical dilemma = 6-8	Minimally explains, describes, or introduces the ethical dilemma = 3-6	Poorly explains, describes, or introduces the ethical dilemma = 0-2	/ 10
Justification/ Citations/Explanation of what this issue is the writer's greatest fear. (Section II G.1.j, G.8.e; Section III CMHC: A2; Section III School)	Thoroughly justifies paper's topic by effectively using 3 appropriate citations to demonstrate the significance of the writer's fear to the field of counseling. Thoroughly explains the personal connection of the writer to their topic and why it is their "greatest fear." = 9-10	Justifies paper's topic by using 2 or less citations to partially demonstrate the significance of the writer's fear to the field of counseling. Partially explains the personal connection of the writer to their topic and why it is their "greatest fear." = 6-8	Only justify paper's topic by using 1-2 citations to demonstrate the significance of the writer's fear to the field of counseling. Only minimally explains the personal connection of the writer to their topic and why it is their "greatest fear." =3-6	Does not justify paper's topic by using citations to demonstrate the significance of the writer's fear to the field of counseling. Insufficient or no connection with explaining the personal connection of the writer to their topic and why it is their "greatest fear." =0-2	/ 10
Writing Style	Excellent APA Format with only minimal grammar or spelling errors. = 5	Good APA format and/or some typos and grammar errors. = 3-4	Somewhat uses APA format and/or several grammar and spelling errors, or errors in APA. = 1-2	APA format not used. Several grammar and spelling errors. Errors in APA. = 0	/ 5
Total					/ 25 Points



CNS 625 Legal & Ethical Issues in Counseling

Rubric: What Have I Learned Reflection Paper

CATEGORY	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<p>Reflecting upon Greatest Fear</p> <p>(CACREP II G.1.d., Section II G.1.j, G.8.e; Section III CMHC: A2; Section III School: A2)</p>	<p>Outlines a clear plan of action that describes how student plans to address the situation described as his/her "greatest fear" paper. Uses a specific decision making model and step by step explains what can be done to avoid this situation from happening in the future; Draws upon reading and codes of ethics; Provides an excellent, in depth, insightful summary of what was learned about him/herself, his/her values, and his/her fears by confronting this issue head on. = 9-10</p>	<p>Outlines a clear plan of action that describes how student plans to address the situation described as his/her "greatest fear" paper. Uses a specific decision making model but only somewhat explains what can be done to avoid this situation from happening in the future; Draws upon reading and codes of ethics; A good summary of what was learned about him/herself, his/her values, and his/her fears by confronting this issue head on. Show some insight and depth. =6-8</p>	<p>Outlines a clear plan of action that describes how student plans to address the situation described as his/her "greatest fear" paper. Decision making model is vague, and only somewhat explains steps to avoid situation from happening in the future; Only somewhat draws upon reading and codes of ethics; Minimally identifies what was learned about him/herself, his/her values, and his/her fears by confronting this issue head on. Lacks depth and insight. =3-5</p>	<p>No plan or only loosely written plan of action that describes how student plans to address the situation described as his/her "greatest fear" paper. Does not use a specific decision making model and does not explain any steps to avoid this situation from happening in the future; Does not draw upon reading and codes of ethics; Fails to share what he/she has learned about him/herself, his/her values, and his/her fears by confronting this issue head on. Shows no or little insight. = 0-2</p>	/ 10
<p>Overall Course Reflection</p> <p>(CACREP II G.1.d., Section II G.1.j, G.8.e; Section III CMHC: A2; Section III School: A2)</p>	<p>Reflects back on the course as a whole - the various assignments, interactions with others in class, the threaded discussions, and text readings or other relevant readings; Clearly identifies and describes three biggest surprises; Clearly identifies and describes the most helpful things learned as students in their program. Descriptions show depth, insight, a connection to class readings, discussions, and assignments that describe clear ways to be the most ethical responsible counselor possible. = 9-10</p>	<p>Reflects back on the course as a whole - the various assignments, interactions with others in class, the threaded discussions, and text readings or other relevant readings; Provides a good explanation of three biggest surprises; Able to identify 2 or 3 helpful things learned as students in their program. Descriptions show depth, insight, a connection to class readings, discussions, and assignments that describe ways to be the most ethical responsible counselor possible. = 6-8</p>	<p>Reflects back on the course as a whole - the various assignments, interactions with others in class, the threaded discussions, and text readings or other relevant readings; Only loosely identifies 2-3 biggest surprises or the most helpful things learned as students in their program. Descriptions only minimally show depth, insight; minimal connections made between class readings, discussions, and assignments as individual describes ways to be the most ethical responsible counselor possible. = 3-5</p>	<p>Reflects back on the course as a whole - the various assignments, interactions with others in class, the threaded discussions, and text readings or other relevant readings; Poorly describes surprises or fails to identify the most helpful things learned as students in their program. Descriptions show no depth, insight, and do not show a connection to class readings, discussions, and assignments, nor describe any ways to become an ethically responsible counselor. = 0-2</p>	/10
<p>Self-Care Reflection</p> <p>(CACREP II G.1.d., Section II G.1.j, G.8.e; Section III CMHC: A2; Section III School: A2)</p>	<p>Student provides an excellent description of what he/she has learned pertaining to the connections between each of these areas: a) self-care and wellness; b) self-awareness and self-care, and c) self-care and ethical practice. Student provides an excellent, thoughtful, well-thought out description of the role self-awareness plays in ethical practice. Student identifies three thoughtful and insightful things he/she can do to engage in good self-care while working with clients. = 4-5</p>	<p>Student provides an excellent description of what he/she has learned pertaining to the connections between each of these areas: a) self-care and wellness; b) self-awareness and self-care, and c) self-care and ethical practice. Student provides a thoughtful description of the role self-awareness plays in ethical practice. Student identifies 2 or 3 thoughtful and insightful things he/she can do to engage in good self-care while working with clients. =2-3</p>	<p>Student provides an excellent description of what he/she has learned pertaining to the connections between each of these areas: a) self-care and wellness; b) self-awareness and self-care, and c) self-care and ethical practice. Student only gives a minimal description and shows only minimal insight as to the role self-awareness plays in ethical practice. Student only identifies one thing that can be done to engage in good self-care while working with clients. = 1-2</p>	<p>Student provides a poor description of what he/she has learned pertaining to the connections between each of these areas: a) self-care and wellness; b) self-awareness and self-care, and c) self-care and ethical practice. Student provides no description and shows little insight as to the role self-awareness plays in ethical practice. Student does not identify one thing that can be done to engage in good self-care while working with clients. = 0</p>	/ 5
Total					/ 25 Points



CNS 625 Legal & Ethical Issues in Counseling

Rubric: Ethical Issues in Pop Culture Paper and Presentation

CATEGORY	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Written Paper	<p>Selects and watches a movie from the list provided where one of the characters is a counselor, psychologist, therapist, or other mental health or counseling professional. Student write an excellent APA written 6-10 page paper with minimal errors that identifies and describes all or almost all of the following points:</p> <p>a) The ethical dilemma(s) at hand; b) Relevant ethical codes; c) Standards of practice; d) Court rulings/appeals relating to the dilemma(s) in the movie; e) Ethical considerations, f) Ethical/legal ramifications; g) An ethical decision making model that could have helped the character become more aware of the dilemma(s); h) How you, the counselor, if you were in that role, would use this ethical decision making model to work through the dilemma(s) to make the best ethical decision(s) possible; and student appropriately cites relevant ethical codes and standards of practice and/or statutes and case law to support or define your position (including appropriate citations related to theory, techniques, special needs regulations, and multicultural research as applicable). = 17-20</p>	<p>Selects and watches a movie from the list below where one of the characters is a counselor, psychologist, therapist, or other mental health or counseling professional. Student has few errors in APA; their paper is between 6-10 pages; their paper adequately describes each other identifies and describe most of the following points:</p> <p>a) The ethical dilemma(s) at hand; b) Relevant ethical codes; c) Standards of practice; d) Court rulings/appeals relating to the dilemma(s) in the movie; e) Ethical considerations, f) Ethical/legal ramifications; g) An ethical decision making model that could have helped the character become more aware of the dilemma(s); h) How you, the counselor, if you were in that role, would use this ethical decision making model to work through the dilemma(s) to make the best ethical decision(s) possible; and student appropriately cites relevant ethical codes and standards of practice and/or statutes and case law to support or define your position (including appropriate citations related to theory, techniques, special needs regulations, and multicultural research as applicable). = 13-16</p>	<p>Student selects and watches a movie from the list provided where one of the characters is a counselor, psychologist, therapist, or other mental health or counseling professional. Student has errors with APA. Paper is less than 6 pages; paper only somewhat describes some of the following points:</p> <p>a) The ethical dilemma(s) at hand; b) Relevant ethical codes; c) Standards of practice; d) Court rulings/appeals relating to the dilemma(s) in the movie; e) Ethical considerations, f) Ethical/legal ramifications; g) An ethical decision making model that could have helped the character become more aware of the dilemma(s); h) How you, the counselor, if you were in that role, would use this ethical decision making model to work through the dilemma(s) to make the best ethical decision(s) possible; and student appropriately cites relevant ethical codes and standards of practice and/or statutes and case law to support or define your position (including appropriate citations related to theory, techniques, special needs regulations, and multicultural research as applicable). = 6-12</p>	<p>Student did not watch movie or failed to select a movie that has a counselor/client interaction(s). Student has errors with APA or writes paper in something other than APA format. Paper is less than 6 pages; paper fails to adequately describe the points below:</p> <p>a) The ethical dilemma(s) at hand; b) Relevant ethical codes; c) Standards of practice; d) Court rulings/appeals relating to the dilemma(s) in the movie; e) Ethical considerations, f) Ethical/legal ramifications; g) An ethical decision making model that could have helped the character become more aware of the dilemma(s); h) How you, the counselor, if you were in that role, would use this ethical decision making model to work through the dilemma(s) to make the best ethical decision(s) possible; and student appropriately cites relevant ethical codes and standards of practice and/or statutes and case law to support or define your position (including appropriate citations related to theory, techniques, special needs regulations, and multicultural research as applicable). = 0-5</p>	/20
Presentation/ Threaded Discussion	<p>Student clearly presents findings form their paper and movie watched in a 5 - 7 minute video posted as part of the threaded discussions. Student is articulate, insightful, and thoughtful with their intentionality of what they chose to talk about in their video clip. Students also thoughtfully respond to two other students in a timely manner. = 8-10</p>	<p>Student clearly presents findings form their paper and movie analysis; Video presentation is well-thought out; Students post presentation is a timely manner, is articulate; show good intentionality and insight when responding to their peer' video presentation. = 6-7</p>	<p>Student only somewhat presents findings described in their paper; video presentation is only 5 minutes or less; Student is not very articulate; only minimally describes insights; only shows some intentionality to their responses to other students; Student is only somewhat timely with posting their responses. = 3-5</p>	<p>Student does not present clear findings; student's video is less than 5 minutes; student in not articulate and does not demonstrate insight. Student show little or no thoughtful or insightful comments when responding to their peer's presentations. Posts are not done in a timely manner. = 0-2</p>	/ 10
Total					/ 30 Points



CNS 625 Legal & Ethical Issues in Counseling
Revised Rubric: Ethics Course Overview DVD and
Workbook Reflection Assignment

(Ethics in Action DVD and Workbook Worksheets)

CATEGORY	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
DVD	Student watched the entire <i>Ethics in Action DVD</i> . = 5	Student watched 2 of the three parts of the <i>Ethics in Action DVD</i> . = 3-4	Student watched only one of the three sections of the <i>Ethics in Action DVD</i> or only several role plays on the DVD but not more. = 1-2	Student clearly did not watch the <i>Ethics in Action DVD</i> . = 0	/5
Worksheets	Student submitted all of the completed worksheets asked for in Canvas. Student turned them in on time. Student demonstrated thoughtful and insightful responses. = 17-20	Student submitted all of the completed worksheets asked for in Canvas (on time), but responses only somewhat showed depth and insight. = 13-18	Student submitted most of the completed worksheets asked for in Canvas (on time), but responses only lacked depth and insight. = 6-12	Student did not turn in worksheets or only turned in a few of the worksheets asked for. = 0-6	/20
Threaded Discussion Post	Student, as part of their first video discussion post, picks one video role play from the <i>Ethics in Action DVD</i> and describes this from a client perspective, articulating their thoughts well and sharing what they felt the counselor was missing in this interaction and what they would have liked to have received from that counselor. = 5	Student, as part of their first video discussion post, picks one video role play from the <i>Ethics in Action DVD</i> , and describes this from a client perspective. Student describes their thoughts from a client perspective but is only somewhat articulate in their thoughts regarding what they feel was missing from the interaction with the counselor and only somewhat articulates from the client perspective what they would have liked to have received from their counselor in that moment. =3-4	Student only minimally mentions one of the role plays from the <i>Ethics in Action DVD</i> and not very articulate with describing what was missing or what they would have liked from the counselor if they were the client. = 1-2	Student fails to mention a role play from the DVD. = 0	/5
Total					/30 Points



CNS 625 Legal & Ethical Issues in Counseling

Rubric: Disclosure Statement/Informed Consent Form Checklist

CACREP Standard	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<p>Written Checklist, Location of Codes/Statutes, etc. and</p>	<p>Has all, or almost all, of the following items: Student clearly uses the ethical codes and the standards of practice relevant to the setting (and state) they will practice in. Student writes a thorough checklist of important items to include in a combined disclosure statement/informed consent form that is based off the counseling profession's standards of practice, the state laws, and ethical codes. Students show intentionality in their checklist. Next to their checklist students indicate why the item is listed on the checklist and next to the checklist, lists where that item comes from... statute, ethical code(s), or standards of practice. = 13 - 15</p>	<p>Has most of the following items: Student clearly uses the ethical codes and the standards of practice relevant to the setting (and state) they will practice in. Student writes a thorough checklist of important items to include in a combined disclosure statement/informed consent form that is based off the counseling profession's standards of practice, the state laws, and ethical codes. Students shows intentionality in their checklist. Next to their checklist students indicate why the item is listed on the checklist and next to the checklist, lists where that item comes from... statute, ethical code(s), or standards of practice. = 11 - 12</p>	<p>Only identifies some of the important items needed for a combined disclosure statement/informed consent form as identified by state licensing board, state statutes, standards of practice, ethical codes, etc. Only provides a description on some items but not others as to why the item is listed on the checklist. Only some codes of reference/locations were identified in the checklist. = 5 - 10</p>	<p>Does not have the necessary components as identified by state licensing board, state statutes, standards of practice, ethical codes, etc. Fails to describe why items are included on the checklist. Fails to provide the locations, code, or statute for the items on the checklist. = 0 - 4</p>	
Total					/15



CNS 625 Legal & Ethical Issues in Counseling

Rubric: Self-Reflection, Class Participation, and Professionalism

CACREP Standard	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Self-Reflection (CACREP Section III: G2, G5, G6).	Student actively engages in self-reflection and self-examination activities in class. Students exhibit openness to stretching, learning, growing, and challenging their own viewpoints and ways of being. Student has an excellent understanding how self-care, self-awareness, and self-examination are a part of ethical care and being a good counselor. Student takes regular time out of their day to explore, understand, and work on their biases, attitudes, beliefs, experiences, and self-care. Student sees how these things impact the way they work with clients. Student actively seeks out ways to address and work through their own issues and sense of self. = 17-20	Student actively engages in self-reflection and self-examination activities in class. Students exhibit openness to stretching, learning, growing, and challenging their own viewpoints and ways of being. Student takes time to explore, understand, and work on their biases, attitudes, beliefs, and experiences since they have a clear understanding of how these things can impact the way they work with clients. Student sees there is a connection between self-reflection and self-examination and that these are critical components of being an ethical counselor. Student actively seeks out ways to address and work through their own issues and sense of self. = 14-16	Student only minimally actively engages in self-reflection and self-examination activities in class. Student only shows minimal openness to stretching, learning, and growing. Student does not take only sometimes takes time to explore, understand, and work on their biases, attitudes, beliefs, and experiences impact the way they work with clients since these things can negatively impact work with clients. Student is working on developing ethical competencies in self-reflection and self-examination but only minimally understands or seeks clarity regarding their own issues and sense of self. = 8-13	Student does not actively engage in self-reflection and self-examination activities in class. Student does not show openness to stretching, learning, and growing. Student does not take time to explore how their biases, attitudes, beliefs, and experiences impact the way they work with clients. Student fails to develop ethical competencies in self-reflection and self-examination. Student fails to see how working on their own issues or see the important of how this relates to ethical care. Student fails to see how their own issues and sense of self etc. can negatively impacts their work with clients. = 0-7	/20
Participation	Student is very consistent with the following: Student actively participates in class in a consistent and steady manner. Student posts their threaded discussions in a timely manner. Student encourages participation, asks thoughtful questions, and posts threaded discussions at least three times per week. Student's initial response is in harmony with the criteria for length that is outlined in the syllabus. When responding to other student's posts, they are thoughtful, kind, and show insight and respect. Students participate in a way that encourages openness and trust with their peers. = 14-15	Student is relatively consistent with the following: Students actively participate in class. Students post their threaded discussions in a timely manner. Students encourage participation and ask thoughtful questions. Students post threaded discussions at least three times per week. Student's initial responses are in harmony with the length of responses outlined in the syllabus. When responding to other student's posts, they are thoughtful, kind, and show insight and respect. Student participates in a way that encourages openness and trust with their peers. = 12-13	Student only somewhat consistent with participation in class and threaded discussions. Students do not post in a timely manner and do not follow the criteria on length as outlined in the syllabus. Student does not post at least three times per week. Students participate in a way that they only somewhat encourages openness and trust with their peers. = 8-11	Student not consistent with their class participation with threaded discussions. Students fail to post in a timely manner and do not follow the posting criteria on length as outlined in the syllabus. Students do not post at least three times per week. Students do not encourage openness and trust with their peers. = 0-7	/15
Professionalism	Student listens attentively and well to others during threaded discussions. Student is open to sharing challenges and/or insights and does this in a sensitive and respectful way. Students demonstrate great sensitivity to those with differing perspective, values, or cultural background or experiences. Student has excellent consistency with communicating in a way that is respectful; excellent consistency with displaying open-minded and non-judgmental communication/behaviors. Student demonstrates being very open to feedback – and is caring and supportive of peers; very effective with addressing and working through challenges that arise with others in a healthy and assertive way (versus passive, aggressive, or passive-aggressive way). = 14-15	Student mostly listens well to others during threaded discussions. Student is open to sharing challenges and/or insights and mostly does this in a sensitive and respectful way. Students demonstrate good sensitivity to those with differing perspective, values, or cultural background or experiences. Student is consistent with communicates in a way that is respectful; consistently displays open-minded and non-judgmental communication/behaviors. Student demonstrates being open to feedback, - and is caring and supportive of peers; mostly effective with addressing and working through any challenges that arise with others in a healthy and assertive way (versus passive, aggressive, or passive-aggressive way). = 12-13	Student occasionally struggles listening to peers in an attentively well during the threaded discussions. Student is open to sharing challenges and/or insights but sometimes dominates the conversations and is not always respectful of others and their needs. Students are somewhat judgmental at times of those who have differing perspective, values, or cultural background or experiences. Student demonstrates only being minimally open, caring, or supportive of peers. Student at times lacks assertive behaviors or communication. Student struggles to address and work through challenges that arise with others in a healthy or assertive way. = 8-11	Student consistently struggles listening to peers during the threaded discussions. Student is not open minded and not open to feedback. Student does not openly look at and examine their own issues. Student is not always respectful and not always assertive with others as opposed to being passive, aggressive, or passive-aggressive. Student fails to be consistently respectful of others, their needs, and differing perspectives. Student is judgmental at times of those who have differing perspective, values, or cultural background or experiences. Student fails to address or work through challenges that arise with others. = 0-7	/15
Total					/50