

HUNTINGTON — UNIVERSITY —

Clinical Mental Health Counseling Program

We provide Christ-centered, quality counselor training that promotes
both scholarship and service

CN602 Legal, Ethical, and Professional Issues

Online, Spring X1 2021

SYLLABUS

Spring 2021 [January 4 – February 21]

Instructor: Dr. Tilija Drobnjakovic

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Phone: N/A

Office hours: N/A

I am available most frequently by email. I check my emails regularly and will respond within a reasonable time.

Course Description:

This is a study of the history, professional roles, and responsibilities of the counseling profession; including ethical, legal, and Christian standards/principles for conduct. Professional organizations, preparation, credentialing, and the creation of a plan for lifelong professional and personal development will be examined.

Brief Faculty Bio:

Dr. Tilija Drobnjakovic joined Huntington University in spring 2018 as an adjunct professor in the Graduate Counseling Program.

She received a Bachelor's Degree in Theology (2006) and Master of Arts in Pastoral Care and Counseling (2008) from Sydney College of Divinity, Sydney, Australia. In 2016 she earned a Doctoral degree in Counselor Education and Supervision (CACREP Accredited Program) from Argosy University Nashville.

She has international experience in providing counseling to individuals, couples, refugees and immigrant families. Also, her previous work experience includes serving as a graduate assistant at Argosy University Nashville, working as a CACREP team member, teaching graduate counseling courses, etc.

Tilija also participates as a speaker and panel member at professional counseling conferences. Her areas of interest are couple counseling, multiculturalism, ethical issues in counseling, etc.

MACMHC Program Objectives:

Upon completion of the M.A. in Counseling, students will demonstrate an understanding of . . .

1. Professional Counseling Ethics - Accurately apply the codes of ethics to a wide-range of counseling dilemmas, clients, and contexts.
2. Diversity - Demonstrate proficient cross-cultural counseling skills with diverse clients and in diverse contexts.
3. Human Development - Apply selected developmental concepts to diverse counseling scenarios.
4. Career Counseling - Apply career counseling models, skills, and assessment with diverse clients.
5. Counseling Models - Develop a sufficient counseling model for working with a broad range of clients.
6. Counseling Skills - Demonstrate proficient counseling skills in working with a broad range of clients.
7. Group Work - Demonstrate proficient leadership skills in the facilitation of a group.
8. Assessment - Design and conduct several selected assessment processes for counseling scenarios.
9. Research - Design counseling-oriented research or program evaluation.
10. Integration - Develop an initial, integrated counseling model. Evidenced ethical integration of Christian faith in working with diverse clients and in diverse contexts.
11. Spiritual Formation - Develop a secure attachment with God.

Student Learning Outcomes (SLO):

Through satisfactory performance on course assignments, class participation, and exams, students in this course will be able to understand:

Course Objectives	MA CMHC Program Outcomes	Program Learning Outcomes	CACREP Core Standards	CACREP CMHC Standards
1. How to develop and apply appropriately an ethical decision-making model to a wide variety of ethical dilemmas encountered by professional counselors.	1, 2	1, 2, 3	2.F1.c; 2.F2.b	5.C1.b
2. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	1	1, 2, 3	2.F1.c	5.C2.a; 5.C2.m
3. How to evaluate the preparation and practice of counselors in light of a Biblical world view	1, 2	1, 3, 4, 7	2.F1.c; 2.F2.g	5.C2.k

4. The ethical codes (ACA code of ethics, NBCC code of ethics, AACC code of ethics, etc.) and standards of professional organizations and credentialing bodies, and learn the applications of these codes and standards and legal considerations to the counseling profession	1	1, 2	2.F1.i	5.C2.a; 5.C3.c; 5.C2.i; 5.C2.l; 5.C3.e
5. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	1	1	2.F1.g	5.C2.i; 5.C2.k
6. The role and process of the professional counselor advocating on behalf of the profession	1, 2	1, 2	2.F1.d; 2.F2.b	5.C3.e
7. The multicultural and social justice perspectives, and to examine ethical and professional issues related to these perspectives	1, 2	1, 2	2.F1.e; 2.F2.a; 2.F2.b	5.C2.i; 5.C2.j; 5.C2.l
8. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	1, 2	1	2.F1.e; 2.F2.h	5.C3.e
9. The beginning of the development of professional identity and a plan for ongoing personal and professional development	1	1,2	2.F1.f	5.C2.k
10. How to develop a conceptual model for assuring one's own ethical professional behavior, including a risk management strategy for managing ethical practice	1, 5	1, 3, 4	2.F1.b; 2.F1.c; 2.F1.k; 2.F5.f;	5.C2.k; 5.C2.i; 5.C2.m
11. Self-care strategies appropriate to the counselor role	1	1	2.F1.l	5.C3.b
12. Evaluate, integrate, and apply the most recent scientific research related to addressing ethical issues in practice	5, 8	10, 11	2.F5.j; 2.F8.a; 2.F8.b; 2.F8.e; 2.F8.j	5.C1.e

Required Course Texts and Readings

Students are responsible for acquiring the following books and materials for this course by the time the course begins:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing. (ISBN: 978-0890425565)

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. (ISBN: 978-1-4338-3216-1)

Corey, G., Corey, M., & Corey, C. (2019). *Issues and ethics in the helping professions* (10th ed.). Stamford, CT: Brooks/Cole/Cengage Learning. (ISBN: 978-1337406291)

Sanders, R. K. (2013). *Christian Counseling Ethics: A Handbook for Psychologists, Therapists, and Pastors* (2nd ed.). Downers Grove, IL: IVP Academics. (ISBN: 978-0-830839940)

Required Articles

- American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- American Association of Christian Counselors (2014). *AACC code of ethics*. Retrieved from <http://www.aacc.net/about-us/code-of-ethics/>
- American Mental Health Counselors Association. (2015). *AMHCA code of ethics*. Retrieved from <http://connections.amhca.org/HigherLogic/System/DownloadDocumentFile.ashx?>
- ASERVIC. Association for spiritual, ethical, and religious values in counseling. (2009). Spiritual competencies: Competencies for addressing spiritual and religious issues in counseling. Retrieved from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKE8kPjXAhUs_IMKHdIRBQcQFggpMAE&url=https%3A%2F%2Fwww.counseling.org%2Fdocs%2Fdefault-source%2Fcompetencies%2Fcompetencies-for-addressing-spiritual-and-religious-issues-in-counseling.pdf%3Fsfvrsn%3D8&usg=AOvVaw2QS6g8qwtYTatlnUQHfnxX
- Brennan, C. (2013). Ensuring ethical practice: Guidelines for mental health counselors in private practice. *Journal of Mental Health Counseling*, 35, 245–261.
- Forester-Miller, H. & Davis, T. (1996). *Practitioner's Guide to Ethical Decision Making*. American Counseling Association. Retrieved from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwimp9a6pfjXAhVG_4MKHQshAKMQFggqMAA&url=https%3A%2F%2Fwww.counseling.org%2Fdocs%2Fdefault-source%2Fethics%2Fpractitioner%2527s-guide-to-ethical-decision-making.pdf%3Fsfvrsn%3D0&usg=AOvVaw2EQ_CiJ9LFEE2llgIEhDoE
- National Board of Certified Counselors (2013). *NBCC code of ethics*. Greensboro, NC: Author. Retrieved from www.nbcc.org/Assets/Ethics/NBCCCodeofEthics.pdf
- Levitt, D. H., Farry, T. J., Mazzarella, J. R. (2015). Counselor ethical reasoning: Decision-making practice versus theory. *Counseling & Values*, 60 (1), 84 – 99. <https://doi.org/10.1002/j.2161-007X.2015.00062.x>
- United States Department of Health and Human Services, Office of Civil Rights. (2003). *Summary of the HIPAA privacy rule*. Washington, DC: Author. Retrieved from <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Recommended (not required) Readings and Resources

N/A

Method of Instruction and Course Requirements

This class includes course material supplementing and expanding on textbook knowledge, class discussion, case presentations skill-building exercises, and other teaching methods utilized to monitor and facilitate students' self-awareness, professionalism, and the integration of academic and experiential learning. Assignments include individual and/or group projects. Students are expected and encouraged to actively participate in this learning experience.

1. Discussion Questions (DQ):

Students are expected to engage in graduate-level class participation that includes regular online class attendance and involvement with peers through online discussions. Specifics of the week are given which may include questions, articles to read and evaluate, online resources to review and/or videos to view as part of participation in the weekly discussion forum. Follow directions in each weekly discussion forum. Students will write an initial Discussion Question (DQ) due by 11:59 pm EST the **Thursday** of the assigned week and will submit at least one response to classmates by 11:59 pm EST on the Sunday of the assigned week. Initial posts should be between 300-400 words. Response posts should be between 200-250 words each. Attachments are not permitted. Responses should include (respectful) critical analysis of the posts, seek additional clarification, generate further discussion, or provide additional perspectives for consideration. Note: Out of respect for one another, when a peer responds with a question or prompting further reflection from you, ensure that you "close" the conversation with a response. This may mean that you end up posting more than the minimum requirements. Posts will be evaluated for both content and APA format using the grading rubric below.

Discussion Question Grading Rubric

Criteria	0 Non- Performance	1 Basic	2 Proficient	3 Distinguished	
Quantity and Timeliness.	Does not submit at least one initial post or respon by deadline.	Posts responses on time but does not submit at least one <u>initial</u> post the dead line.	Submits at least one initial post but not the response posts by the deadline.	Submits at least one initial post and all responses by the deadline.	___/3 pts.
Relate to key ideas in a meaningful manner.	Response contains no reference to key ideas.	Key ideas are present, but there is no evidence the learner understood ideas.	Makes reference to key ides, but in a superficial manner.	Relates to key ideas in a meaningful manner.	___/3 pts.
Demonstrates knowledge and understanding of content and	No evidence of integration of course content.	Post(s) and responses show little evidence of knowledge and understanding of course content and	Post(s) and responses show evidence of knowledge and understanding of course content	Post(s) and responses show evidence of knowledge and understanding of course content and	___/3 pts.

applicability to professional practice		applicability to professional practice.	and applicability to professional practice.	applicability to professional practice and include other resources that extend the learning of the community.	
Write in a clear, concise, and organized manner using APA style including references, and citations; demonstrated ethical scholarship in accurate representation and attribution of sources, displayed accurate spelling, grammar, mechanics, and punctuation.	Submits posts that are poorly written and may use some terms incorrectly. APA style.	Does not submit posts that are incomplete sentences. Or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors. APA style.	Submits posts that have one or more grammatically incorrect sentences and two spelling errors. APA style.	Submits posts that contain grammatically correct sentences without any spelling errors. Proper use of APA style.	___/3 pts.
Engage in scholarly discussions with peers when prompted with replies that are topic relevant, meaningful, and include correctly cited references.	Does not engage in meaningful discussions with peers when prompted.	Engages in discussion with peers when prompted, but replies are not relevant to the topic and non-meaningful.	Engages in discussions with peers when prompted and replies topic-relevant and meaningful.	Engages in scholarly discussion with peers when prompted with replies that are topic relevant, meaningful, and include references to the literature.	___/3 pts.
Total					___/15 pts.

2. Weekly Reading Tests (WRT):

Students will complete seven quizzes over all of the major areas in the Legal, Ethical, and Professional Issues text. Quizzes are 20 multiple-choice questions and must be completed in the Moodle online classroom by **11:59 pm (EST) the Saturday of the assigned week. (Worth 20 pts.)**

3. **Self-assessment:** An inventory of your attitudes and beliefs about ethical and professional issues Corey, Corey, Callanan (2015), *Issues and ethics in the helping professions* (9th ed.). pp. 24-32. **(Week one and week six).** Students will submit a Self-assessment **due by 11:59 pm (EST) the Wednesday of the assigned week. (Worth 15 pts.)**

4. **Project – Professional Development Planning Portfolio:**

Professional Development Planning Portfolio

Throughout the semester, you will work on compiling a portfolio with multiple components addressing different areas of your professional development. The purpose of this portfolio is to

design a professional development plan that will continue to develop beyond this class. Do not view these professional developments as complete but rather as a starting point to developing your professional identity throughout this program and your career as a counselor.

Portfolio Components

Self-Care Plan (CACREP 2.F1.1)

Counselor impairment is a major issue for many counselors. Using a self-care plan is an important tool to promote your own wellness and to provide the best care for your clients. You should develop a self-care plan to maintain your wellness as a counselor. This list should be things you can do (or already do) on a regular basis to keep you healthy. The goal is for counselors to consistently engage in these behaviors, not just look to them when they are feeling impaired. Include two to three appropriate activities or behaviors in each of the following categories on the basis of Myers, J. E., & Sweeney, T. J. (2008). Wellness counseling: The evidence base for practice. *Journal of Counseling & Development*, 86, 482-493.

Directions: 2-3 pages; WORD document. **Due date:** Week 1

Counselor Licensure/Certification Requirements (CACREP 2.F1.g)

Write a short overview of the licensure or certification requirements for becoming a professional counselor in your state on the basis of the professional credential you anticipate seeking after graduation (e.g., licensed professional counselor, licensed/certified school counselor, licensed marriage and family therapist). List the requirements for the state in which you plan to reside and practice. Cite the website or resource where you found your information. Most U.S. states have a website devoted to the governing authority for counselor licensure (e.g., licensure board). The American Counseling Association (ACA) website has links for licensed professional counselor licensure information by state; The American School Counselor Association (ASCA) website has links for school counselor licensure/certification by the state. In your overview, be sure to include the following items: licensure title for professional counselors (e.g., licensed professional counselor, licensed mental health counselor, licensed marriage and family therapist), education requirements, supervised practice/experiential requirements, examination(s) required, application process, and any other requirements that one would need to fulfill to obtain licensure as a professional counselor in your state.

Directions: 2-3 pages; WORD document. **Due date:** Week 2

Continuing Education and Licensure Maintenance (CACREP 2.F1.g)

Write a short overview of continuing education and other licensure status maintenance requirements for your state or the state in which you plane to reside and practice. Cite the website or resource where you found your information. Along with the above requirements, find and list three resources for obtaining continuing education.

Directions: 1-2 pages; WORD document. **Due date:** Week 3

Professional Engagement (CACREP 2.F1.f)

Remaining engaged in professional organizations is an important aspect of developing your professional counselor identity. Write an overview of one to two professional counseling organizations you are interested in joining. In your overview, include the following items: name of the organization, area of counseling the organization represents, how to become a member, membership benefits, current news or events, opportunities for professional development, and ways to get involved in the organization. Cite the organization's website. You may include national, international, regional, state, or local counseling organizations. For example the Indiana Counseling Association (ICA), American Counseling Association (ACA), American Mental Health Counseling Association (AMHCA), American Association of Christian Counselors (AACC), etc.

Directions: 2-3 pages; WORD document. **Due date:** Week 4

Counseling Specialty Area Development (CACREP 2.F1.a)

In addition to having a professional counselor identity, many counselors also have an identity related to a chosen specialty area. Research clinical mental health counseling specialty area. Include the following items: a brief history (e.g., how did this area come to be a part of professional counseling), the population counselors may work with, typical workplace setting, professional organizations, required education, and available licensure or certificate.

Directions: 1-2 pages; WORD document. **Due date:** Week 5

A Day in the Life: Learning from Counselors (CACREP 2.F1.b; 2.F1.c)

The purpose of this assignment is for you to deepen your understanding of counseling from someone who has experience in the field. Find a practicing counselor to interview about his/her work. It is recommended that you look for someone working in a specialty area or with a population in which you are interested. Make an appointment and prepare questions ahead of time. Talk to him/her about his/her typical workday, professional interests, challenges, how he/she works or interact with related helping professionals, professional identity, population/specialty area, and any other topic that you would like to address. Keep your interview around 30-45 minutes. Include the following items: background information on the counselor you interviewed (e.g., work setting, years of experience, licenses or certifications), highlights from your interview, and personal reflections on what you learned about the profession and your identity as a counselor.

Directions: 3-4 pages; WORD document. **Due date:** Week 6

Professional Advocacy Proposal (CACREP 2.F1.d; 2.F1.e)

For the proposal, design an advocacy project that promotes the counseling profession. In your proposal, include the following items: the purpose of your advocacy project, who you hope to reach through your advocacy efforts, a description of activities related to the project, anticipated outcomes, and how you believe this project will promote the counseling profession. Discuss the rationale for the area of advocacy you have chosen, using support from the literature

Directions: 2-3 pages; WORD document. Due date: Week 7

Due date: Upload Portfolio in Moodle by Sunday 02/21/21 by 11:59 PM (EST).

Please, read the Late Assignment Policy on pages 26-27 in the CN602-X1 Syllabus.

Grading Criteria:

Criterion (CACREP Standard)	Does not meet expectations (0-11)	Meets expectations (12-23)	Exceeds expectations (24-35)	Max Points
Self-care plan (2.F1.1)	The plan is missing one or more categories from the wellness model, lacks a sufficient number of self-care activities within one or more categories, or contains inappropriate activities; plan does not demonstrate an understanding of counselor wellness or self-care.	The plan includes appropriate self-care activities in all categories; each category includes two to three relevant activities; most activities are clearly described; plan demonstrates a basic understanding of counselor wellness and self-care.	The plan goes above and beyond the number of appropriate self-care activities required in each category; activities are described clearly and comprehensive plan demonstrates an exceptional understanding of counselor wellness and holistic self-care.	/35 pts.
Counselor licensure and certificate requirements (2.F1.g)	The overview is missing one or more items, lacks sufficient detail in two or more areas, is missing appropriate citation, or contains blatant incorrect information; overview does not demonstrate a basic understanding of professional licensure or certification process and requirements.	The overview includes an appropriate description of all items; most items are clearly described; overview demonstrates a basic understanding of professional licensure or certification process and requirements.	The overview goes above and beyond in providing details for each item required; descriptions are clear and comprehensive; overview demonstrates an exceptional understanding of professional licensure and certification process and requirements.	/35 pts.
Continuing education and licensure maintenance (2.F1.g)	The overview is missing one or more items, missing appropriate citation, or contains blatantly incorrect information; overview does not demonstrate a basic understanding of continuing education resources and/or licensure maintenance requirements.	The overview includes an appropriate description of requirements and education resources; overview demonstrates a basic understanding of continuing education resources and licensure maintenance requirements.	The overview goes above and beyond in providing details for requirements and education resources; overview demonstrates an exceptional understanding of continuing education resources and licensure maintenance requirements.	/35 pts.
Professional engagement (2.F1.f)	The overview is missing one or more items, lacks sufficient details in two or	The overview includes an appropriate description of all items; items are	The overview goes above and beyond in providing details for each item	/35 pts.

	more items, is missing appropriate citations, or contains blatantly incorrect information; overview does not demonstrate a basic understanding of professional counseling organizations and related opportunities for engagement.	clearly described; overview demonstrates a basic understanding of professional counseling organizations and related opportunities for engagement.	required; descriptions are clear and comprehensive; overview demonstrates an exceptional understanding of professional counseling organizations and related opportunities for engagement.	
Counseling specialty area development (2.F1.a)	The overview is missing one or more items, lacks sufficient details in two or more items, is missing appropriate citations, or contains blatantly incorrect information; overview does not demonstrate a basic understanding of clinical mental health counseling as one of the counseling specialty areas.	The overview includes an appropriate description of all items; items are clearly described; overview demonstrates a basic understanding of clinical mental health counseling as one of the counseling specialty areas.	The overview goes above and beyond in providing details for each item required; descriptions are clear and comprehensive; overview demonstrates an exceptional understanding of clinical mental health counseling as one of the counseling specialty areas.	/35 pts.
A day in the life; Learning from counselors (2.F1.b; 2.F1.c)	The overview is missing one or more items, lacks sufficient details in two or more items, is missing appropriate citations, or contains blatantly incorrect information; overview does not demonstrate a basic understanding of roles, responsibilities, and functions of professional counselors.	The overview includes an appropriate description of all items; items are clearly described; overview demonstrates a basic understanding of roles, responsibilities, and functions of professional counselors.	The overview goes above and beyond in providing details for each item required; descriptions are clear and comprehensive; overview demonstrates an exceptional understanding of roles, responsibilities, and functions of professional counselors.	/35 pts.
Professional advocacy proposal (2.F1.d; 2.F1.e)	The proposal is missing one or more items, lacks sufficient details in two or more items, is missing appropriate support from the literature, or contains blatantly incorrect information; the proposal does not demonstrate a basic understanding of professional advocacy.	The proposal includes an appropriate description of a relevant advocacy project and includes appropriate support from the literature; most items are clearly described; the proposal demonstrates a basic understanding of professional advocacy.	The proposal goes above and beyond in providing details for each item required; ideas are fully supported with current and relevant literature; descriptions are clear and comprehensive; the proposal demonstrates an exceptional understanding of professional advocacy.	/35 pts.
Total				/245 pts.

5. Required Assignments (RA):

Required Assignments (RAs) are substantive assignments intended to measure student performance against selected course objectives and/or program outcomes within a course. Each of the three RA contributes to a significant portion of the overall course grade and is assessed by faculty using the grading criteria designed for that assignment. These are individual assignments and students earn individual grades.

Week 2: Required Assignment 1 (RA1): Values Differentiation: Are Counselors Value Free? [60 pts.]

Description: A key component of ethics is understanding personal and professional values and how these differ, not only from one another, but also from one’s personalized set of morals. Whereas all three relate to “right” and “wrong” conduct, this exercise will help individuals identify how to balance personal values and morals with professional ethics within a counseling context.

Directions:

In this assignment, you will analyze the difference between morals, values, and ethics. In 3-4 pages:

1. Define morals, values, and ethics. Provide three examples (one of each), relevant to the work of a professional counselor, which clearly differentiate the three.
2. Identify specific ethical codes which relate to values. Use ethical codes as well as peer-reviewed articles to identify three examples where values, either of the counselor, or client may surface in counseling.
3. Evaluate how you will balance “being yourself” and be respectful of your clients’ value systems. Consider whether it is truly possible for counseling to be values-free. In addition, you may include your religious/spiritual approach.
4. Include and discuss at least three peer-reviewed scholarly resources that outline best practices for working with clients’ values as part of the counseling process.

Your final product will be in a **WORD document and be approximately 3-4 pages** in length plus title page, reference page; and **utilize 3-4 scholarly sources** in your research. Your paper should be written in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (**APA style 6th edition**); and display accurate spelling, grammar, and punctuation.

Due date: Upload RA 1 in Moodle by Sunday 01/17/21 by 11:59 PM (EST).

Please, read the Late Assignment Policy on pages 26-27 in the CN602-X1 Syllabus.

RA 1 Grading Criteria:

Criterion (CACREP Standard)	Does not meet expectations (0-4)	Meets expectations (5-8)	Exceeds expectations (9-12)	Max Points
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Define morals, values, and ethics. Provide three examples (one of each), relevant to the work of a professional counselor, which clearly differentiate the three. (2.F1.b)	Morals, values, ethics, and three examples relevant to the work of a professional counselor, inadequately defined. No scholarly sources utilized in support.	Morals, values, ethics, and three examples relevant to the work of a professional counselor, adequately defined. Some scholarly sources utilized in support.	Morals, values, ethics, and three examples relevant to the work of a professional counselor, exceptionally defined. Multiple scholarly sources utilized in support.	/12 pts.
Identify specific ethical codes which relate to values. Use ethical codes as well as peer reviewed articles to identify three examples where values, either of the counselor, or client may surface in counseling. (2.F4.e)	Specific ethical codes which relate to values as well as peer reviewed articles to identify three examples where values may surface in counseling inadequately identified. No scholarly resources utilized in support.	Specific ethical codes which relate to values as well as peer reviewed articles to identify three examples where values may surface in counseling adequately identified. Some scholarly resources utilized in support.	Specific ethical codes which relate to values as well as peer reviewed articles to identify three examples where values may surface in counseling exceptionally identified. Multiple scholarly resources utilized in support.	/12 pts.
Evaluate how you will balance “being yourself” and be respectful of your clients’ value systems. Consider whether it is truly possible for counseling to be values-free. In addition, you may include your religious/spiritual approach. (2.F1.c)	Inadequate evaluation of balance between “being yourself” and being respectful of clients’ value system. Possibility for counselor to be values-free not considered. Religious/spiritual approach not included. No scholarly resources utilized in support.	Adequate evaluation of balance between “being yourself” and being respectful of clients’ value system. Possibility for counselor to be values-free considered. Religious/spiritual approach included. Some scholarly resources utilized in support.	Exceptional evaluation of balance between “being yourself” and being respectful of clients’ value system. Possibility for counselor to be values-free considered above and beyond. Religious/spiritual approach included. Multiple scholarly resources utilized in support.	/12 pts.
Include and discuss at least three peer-reviewed scholarly resources which outline best practices for working with clients’ values as part of the counseling process. (2.F1.c)	Three peer-reviewed scholarly resources which outline best practices for working with clients’ values as part of the counseling process inadequately included and discussed. No scholarly resources utilized in support.	Three peer-reviewed scholarly resources which outline best practices for working with clients’ values as part of the counseling process adequately included and discussed. Some scholarly resources utilized in support.	Three peer-reviewed scholarly resources which outline best practices for working with clients’ values as part of the counseling process Exceptionally included and discussed. Multiple scholarly resources utilized in support.	/12 pts.
Academic Writing	Does not meet expectations (0-4)	Meets expectations (5-8)	Exceeds expectations (9-12)	Max Points
Write in a clear, concise, and organized	Writing difficulty with several grammar,	Adequate quality of writing with minimal	Excellent quality of writing with few, if any,	/12 pts.

manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation.	syntax, and/or APA style formatting errors	grammar, syntax, and/or APA formatting errors	grammar, syntax, and/or APA style formatting errors	
Total				/60pts.

Week 3: Required Assignment 2 (RA 2): Informed Consent [100 pts.]

Description:

Informed consent is an integral part of the counseling process, regardless of setting, and indicates approval by a client to participate in counseling. In order for the consent to be informed the client must first achieve a clear understanding of the relevant facts, risks and benefits, and available alternatives involved. This assignment will help counselors understand what needs to be included in an informed consent form as well as how this form can be one of many essential risk management tools counselors can use to ensure adherence to ethical codes and practice procedures.

Directions:

In 4-5 pages:

1. Using current ethical and legal standards, specifically the ACA Code of Ethics (2014) and legal requirements of your state/district, develop an informed consent form that you could use in actual practice (either private or community-based). Customize the form to work with an adult client who comes to you for assistance with suicidal ideation, a history of depression, and an extensive history of seeking professional counseling.
2. In addition to the form, summarize when during the counseling process you would use this form and the specific ethical and legal standards you addressed in the creation of the form. What multicultural and/or ethical considerations might you need to consider when developing and using this form? How might you address collaboration with other professionals? Be sure to address relevant laws in the consent form (e.g., mandated reporting laws for the state in which you practice).
3. Finally, discuss how this informed consent document fits into your personal model for ethical practice. In addition, what other risk management strategies should you take as a professional counselor to ensure ethical practice?

The final assignment will be in a **WORD document approximately 4-5 pages** in length (including the Informed Consent Form) plus title page and reference page (APA style).

Please, note: the **Informed Consent Form** should be approximately **2-3 pages** in length.

Students must utilize **3-4 scholarly sources**. The reflection paper and Informed Consent Form should be written in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (APA 6th ed.); and display accurate spelling, grammar, and punctuation.

Due date: Upload RA2 in Moodle by Sunday 01/24/21 by 11:59 PM (EST).

Please, read the Late Assignment Policy on pages 26-27 in the CN602-X1 Syllabus.

RA 2 Grading Criteria:

Criterion (CACREP Standard)	Does not meet expectations (0-10)	Meets expectations (11-20)	Exceeds expectations (21-30)	Max Points
Using current ethical and legal standards, specifically the ACA Code of Ethics (2014), the AMHCA Code of Ethics (2015), and legal requirements of your state/district, develop an informed consent form that you could use in actual practice (either private or community-based). Customize the form to work with an adult client who comes to you for assistance with suicidal ideation, a history of depression, and an extensive history of seeking professional counseling. (2.F1.i)	Informed consent developed inadequately. The codes of ethics and legal requirements were not utilized. The form was not customized for working with an adult client with suicidal ideation, a history of depression, and an extensive history of seeking professional counseling. No scholarly resources utilized in support.	Informed consent developed adequately. The codes of ethics and legal requirements utilized. The form was customized for working with an adult client with suicidal ideation, a history of depression, and an extensive history of seeking professional counseling. Some scholarly resources utilized in support.	Informed consent developed above and beyond. The codes of ethics and legal requirements were utilized. The form was customized for working with an adult client with suicidal ideation, a history of depression, and an extensive history of seeking professional counseling. Multiple scholarly resources utilize in support.	/30 pts.
Summarize when during the counseling process you would use this form and the specific ethical and legal standards you addressed in the creation of the form. What multicultural and/or ethical considerations might you need to reflect when developing and	Inadequate summary when during the counseling process this form would be used. The specific ethical and legal standards that should be addressed in the creation of the form omitted. Multicultural and ethical considerations omitted. Collaboration with	Adequate summary when during the counseling process this form would be used. The specific ethical and legal standards that should be addressed in the creation of the form included. Multicultural and ethical considerations addressed adequately. Collaboration with	Above and beyond summary when during the counseling process this form would be used. The specific ethical and legal standards that should be addressed in the creation of the form included. Multicultural and ethical considerations, collaboration with other	/30 pts.

using this form? How might you address collaboration with other professionals? Be sure to address relevant laws in the consent form (e.g., mandated reporting laws for the state in which you practice). (2.F1.i)	other professionals omitted. Relevant laws in the consent form were not addressed. No scholarly resources utilized in support.	other professionals addressed adequately. Relevant laws in the consent form addressed adequately. Some scholarly resources utilized in support.	professionals, and relevant laws in the consent form addressed above and beyond. Multiple scholarly resources utilized in support.	
How this informed consent document fits into your personal model for ethical practice? In addition, what other risk management strategies should you take as a professional counselor to ensure ethical practice? (2.F1.i)	How this informed consent document fits into your personal model for ethical practice and risk management strategies omitted or inadequately discussed. No scholarly resources utilized in support.	How this informed consent document fits into your personal model for ethical practice and risk management strategies discussed adequately. Some scholarly resources utilized in support.	How this informed consent document fits into your personal model for ethical practice and risk management strategies discussed above and beyond. Multiple scholarly resources utilized in support.	/30 pts.
Academic Writing	Does not meet expectations (0-3)	Meets expectations (4-6)	Exceeds expectations (7-10)	Max Points
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation.	Writing difficulty with several grammar, syntax, and/or APA style formatting errors.	Adequate quality of writing with minimal grammar, syntax, and/or APA formatting errors.	Excellent quality of writing with few, if any, grammar, syntax, and/or APA style formatting errors.	/10 pts.
Total				/100pts.

Week 4: Required Assignment 3 (RA 3): Ethical Issue in Non-traditional Counseling Settings. [60 pts.]

Description:

Crisis counseling service delivery, because of its demanding nature and unique challenges, is different from any other kind of counseling. In fact, these settings may require more intimate knowledge of professional standards and relevant laws because extreme situations, such as those following a disaster or during a crisis, can produce more ethical uncertainty and require more diligent observance of guidelines than traditional counseling settings. This assignment will help

counselors think through these unique circumstances and challenges counselors working in these settings may face.

Directions:

In 3-4 pages:

1. Identify three major ethical issues relevant to working with individuals in a crisis or when responding to a major disaster.
 - a. Explain how you would navigate these issues to ensure ethical practice.
 - b. Include strategies for how you would address interagency/interorganization collaboration and communications in a crisis or disaster scenario.
2. Determine and explain self-care strategies for counselors working in these settings (e.g., vicarious traumatization/preventing burnout), including a plan for taking care of yourself while working within the field of crisis or disaster mental health.
3. Evaluate the role and process of professional counselors advocating on behalf of survivors.

Your final product will be in a **WORD document and be approximately 3-4 pages** in length plus title page, reference page; **utilize 2-3 scholarly sources in your research.** Your paper should be written in a clear, concise and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (**APA 6th edition**); and display accurate spelling, grammar, and punctuation.

Due date: Upload RA3 in Moodle by Sunday 01/31/21 by 11:59 PM (EST).

Please, read the Late Assignment Policy on pages 26-27 in the CN602-X1 Syllabus.

RA 3 Grading Criteria:

Criterion (CACREP Standard)	Does not meet expectations (0-4)	Meets expectations (5-8)	Exceeds expectations (9-12)	Max Points
Identify three major ethical issues relevant to working with individuals in crisis or when responding to a major disaster and explain how you would navigate these issues to ensure ethical practice. (2.F1.c)	The three major ethical issues inadequately identified. No scholarly resources utilized in support.	The three major ethical issues adequately identified. Some scholarly resources utilized in support.	The three major ethical issues above and beyond identified. Multiple scholarly resources utilized in support.	/12 pts.
Include strategies for how you would address interagency/interorganization collaboration and	Strategies for addressing interagency/interorganization collaboration and	Strategies for addressing interagency/interorganization collaboration and	Strategies for addressing interagency/interorganization collaboration	/12 pts.

communications in a crisis or disaster scenario. (2.F1.b)	communications in a crisis or disaster scenario inadequately included. No scholarly resources utilized in support.	communications in a crisis or disaster scenario adequately included. Some scholarly resources utilized in support.	and communications in a crisis or disaster scenario above and beyond included. Multiple scholarly resources utilized in support.	
Explain self-care strategies for counselors working in these settings (e.g., vicarious traumatization/preventing burnout), including a plan for taking care of yourself while working within the field of crisis or disaster mental health. (2.F1.1)	Self-care strategies for counselors inadequately explained. No scholarly resources utilized in support.	Self-care strategies for counselors adequately explained. Some scholarly resources utilized in support.	Self-care strategies for counselors above and beyond explained. Multiple scholarly resources utilized in support.	/12 pts.
Evaluate the role and process of professional counselors advocating on behalf of survivors. (2.F1.e)	The role and process of the professional counselors advocating on behalf of survivors inadequately evaluated. No scholarly resources utilized in support.	The role and process of professional counselors advocating on behalf of survivors adequately evaluated. Some scholarly resources utilized in support.	The role and process of the professional counselors advocating on behalf of survivors evaluated above and beyond. Multiple scholarly resources utilized in support.	/12 pts.
Academic Writing				
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution	Writing difficulty with several grammar, syntax, and/or APA style formatting errors.	Adequate quality of writing with minimal grammar, syntax, and/or APA formatting errors.	Excellent quality of writing with few, if any, grammar, syntax, and/or APA style formatting errors.	/12 pts.
Total				/60 pts.

Week 7:

4. LASA: Ethical Decision Making: Case Study Report Presentation [300 pts.]

A LASA is a signature assessment intended to measure student performance against selected course objectives and/or program outcomes within a course. These signature assessments contribute to a significant portion of the overall course grade and are assessed by faculty using the rubric designed for that assessment. These are individual assignments, and students earn individual grades.

Due date: Upload LASA in Moodle by Sunday 02/21/21 by 11:59 PM (EST).

Description:

Many counselors are competent in their knowledge and understanding of ethical standards and relevant laws. However, real world situations often do not lend themselves to straightforward solutions. Therefore, counselors must rely on ethical decision-making models to clearly explore ethical dilemmas and to identify appropriate courses of action for different dilemmas. This assignment will help individuals not only to apply an ethical decision-making model, but also clearly identify a conceptual model for risk management which can be used throughout one's clinical practice.

Directions:

For this assignment, you are to review the following case study and incorporate material learned throughout the course to answer the set of requirements that follow in a presentation of approximately 10-12 pages + title page and bibliography.

Case Study:

John is a master-level Mental Health Counseling student who has become friend with one of his peers in the CMHC program Anna. Anna, who was born and raised in a Christian family, has shared that she had a drug abuse issues in the past but did not attend the Narcotics Anonymous (NA) 12-Step Recovery Program. However, Anna chooses to self-monitor and attend NA meetings as needed. Anna also revealed that she has been involved in a sexual relationship for more than six months with Dr. Dickson, a new supervisor at the Christian clinical mental health agency where they are both interning. Dr. Dickson has just recently taken place as on-site internship supervisor to both John and Anna as well as three other students at the internship site.

Anna reveals she began spending time with Dr. Dickson two months ago when he asked for her assistance in setting up a personal Facebook page for the purpose of better communication with clients he sees at the site. Anna helped him set one up and showed him how to use it. Over the next several weeks, Dr. Dickson and Anna spent more time together. They worked on Dr. Dickson's Facebook profile trying to "friend" old clients he used to work with at another agency. Anna was excited they had convinced ten clients to leave Dr. Dickson's old agency.

Dr. Dickson and Anna began to eventually go out to dinner. After three months, their interactions evolved into a sexual relationship. Anna confessed to John that she's not concerned about any conflict of interest because she and Dr. Dickson will likely get engaged once she graduates from the program at the end of the year. John is becoming increasingly concerned because he has seen Anna and Dr. Dickson meeting at an off-campus restaurant multiple times in recent weeks. Moreover, Anna has begun to miss classes and other regularly scheduled meetings with clients. John reports a significant increase in his caseload because Anna is missing meetings with clients.

A: Identify Ethical Dilemma/Issues

1. Identify relevant ethical dilemmas and issues in the case study.

B: Summarize Your Ethical Model

2. Outline your proposed action(s) you would take in this case, providing justification for the proposed action(s) and a description of the decision-making model used to arrive at that decision.
 - a. The decision-making model should be one that has been discussed in the professional literature and, after explaining the model, you will need to offer a rationale regarding why you chose to apply that particular model to the case study.
 - i. Make sure to cite appropriate literature and must give proper credit to the authors of any decision-making models used to analyze the case.
 - ii. Do not simply list the steps of the model, be sure to document and defend your argument and final conclusions.
 - iii. Cite ALL relevant professional standards and relevant laws. Regardless of the model chosen, you need to clearly identify, describe, and evaluate what ethical codes and laws were violated. Be specific – use mental health statutes and specific ethical codes that apply.
 - b. Discuss in detail what actions you would take as you proceed through the steps of your chosen ethical decision-making model, each of the steps should take at least a paragraph (or more) to address.
3. Summarize what risk management strategies you would have taken once you found out your peer was engaged in a sexual relationship with your shared site supervisor.

C. Summarize Ethical Research & Evaluate Your Behavior

4. Evaluate how you would ensure your own professional behavior in the future. Determine a risk management strategy for managing the ethical practice. This discussion does not have to be relevant to the case, but more so regarding how you plan to manage your professional ethics in the future. Please consider:
 - a. Evaluation of counselor competence
 - b. Strategies for obtaining supervision/consultation
 - c. Use of ethical decision-making model
 - d. Continued education/training on ethics

Your final product will be in a **WORD document and be approximately 10-12 pages + title page, reference page (APA style 6th edition)**. Utilize approximately **6-8 scholarly sources (peer-reviewed journal articles and the textbook)** in your research. Your paper should be written in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation. APA style 6th edition must be used.

Please, read the Late Assignments(s) Policy on pages 26-27 in the CN602-XI Syllabus.

LASA Grading Rubrics

Criterion (CACREP Standards)	Does not meet expectations (0-11)	Meets expectations (12-23)	Exceeds expectations (24-35)	Max Points
Identify ethical dilemma/issues				
Identify the relevant ethical dilemma and issues in the case study (2.F1.c)	The relevant ethical dilemma and issues in the case study not adequately identified. No scholarly resources utilized in support.	The relevant ethical dilemma and issues in the case study adequately identified. Some scholarly resources utilized in support.	The relevant ethical dilemma and issues in the case study identified above and beyond. Multiple scholarly resources utilized in support.	/20 pts.
Summarize your ethical model				
Outline your proposed action(s) you would take in this case, providing justification for the proposed action(s) and a description of the decision-making model used to arrive at that decision. (2.F1.c; 2.F1.i)	Proposed action(s) not adequately outlined. Justification for the proposed action(s) and description of the decision making model not described. No scholarly resources utilized in support.	Proposed action(s) adequately outlined. Justification for the proposed action(s) and description of the decision making model clearly described. Some scholarly resources utilized in support.	Proposed action(s) outlined above and beyond. Justification for the proposed action(s) and description of the decision making model are clear and comprehensive. Multiple scholarly resources utilized in support.	/18 pts.
Summarize ethical research surrounding all the issues. (2.F5.j; 2.F8.a)	Ethical research surrounding all the issues not adequately identified. No scholarly resources utilized in support.	Ethical research surrounding all the issues adequately identified. Some scholarly resources utilized in support.	Ethical research surrounding all the issues identified above and beyond. Multiple scholarly resources utilized in support.	/18 pts.
Cite appropriate literature and give proper credit to the authors of any decision-making model used to analyze the case.	Literature not adequately cited and proper credit to the authors not given.	Literature adequately cited and proper credit to the authors given.	Literature cited above and beyond and proper credit to the authors given.	/18 pts.
Do not simply list the steps of the model, be sure to document and defend your argument and final conclusions.	The steps were only listed and argument was not adequately defended.	The steps were not only listed and argument was adequately defended.	The steps were outlined above and beyond. Argument was exceptionally defended.	/18 pts.
Identify, describe, and evaluate what ethical codes and laws were violated. Be specific and use mental health statutes and specific ethical codes that apply. (2.F1.i)	Ethical codes and laws violated in the case inadequately identified, described, and evaluated. Mental health statutes and specific ethical codes omitted.	Ethical codes and laws violated in the case adequately identified, described, and evaluated. Mental health statutes and specific ethical codes described.	Ethical codes and laws violated in the case above and beyond identified, described, and evaluated. Mental health statutes and specific ethical codes exceptionally described.	/18 pts.

Discuss in detail what actions you would take as you proceed through the steps of your chosen ethical decision-making model. Each of the steps should take at least one paragraph (or more) to address. (2.F5.i)	Actions inadequately discussed.	Actions adequately discussed.	Actions exceptionally discussed.	/18 pts.
Determine what risk management strategies you would have taken once you found out your peer was engaged in a sexual relationship with your shared site supervisor. (2.F1.l)	Risk management strategies not adequately determined. No scholarly resources utilized in support.	Risk management strategies adequately determined. Some scholarly resources utilized in support.	Risk management strategies determined above and beyond. Multiple scholarly resources utilized in support.	/18 pts.
Summarize ethical research and evaluate your behavior				
Evaluate how you would ensure your own professional behavior in the future. Determine a risk management strategy for managing good ethical practice. (2.F1.k; 2.F1.l)	Inadequate evaluation of how you would ensure your own professional behavior in the future. Inadequate risk management strategy for managing good ethical practice. No scholarly resources utilized in support.	Adequate evaluation of how you would ensure your own professional behavior in the future. Clear description of risk management strategy for managing good ethical practice. Some scholarly resources utilized in support.	Above and beyond evaluation of how you would ensure your own professional behavior in the future. Clear and comprehensive description of risk management strategy for managing good ethical practice. Multiple scholarly resources utilized in support.	/42 pts.
Consider the following: <ul style="list-style-type: none"> • evaluation of counselor competence • strategies for obtaining supervision/consultation • use of ethical decision-making model • continuing education/training on ethics (2.F1.g; 2.F1.m)	One or more items is missing or contains blatantly incorrect information.	Adequate description of all items; most items are clearly described.	Description of all items goes above and beyond. Descriptions are clear and comprehensive.	/84 pts.
Academic Writing				
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation.	Writing difficulty with several grammar, syntax, and/or APA style formatting errors.	Adequate quality of writing with minimal grammar, syntax, and/or APA formatting errors.	Excellent quality of writing with few, if any, grammar, syntax, and/or APA style formatting errors.	/28 pts.

Total				/300 pts
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Student Performance Evaluation Criteria and Procedures

Discussion Questions (7 x 15pts.)	105 pts.	10.0 % of the final grade
Self-Assessment (2 x 15pts.)	30 pts.	2.9 % of the final grade
WRTs (7 x 20pts.)	140 pts.	13.5 % of the final grade
Project: Professional Development Planning Portfolio	245 pts.	23.6 % of the final grade
Required Assignment 1	60 pts.	5.8 % of the final grade
Required Assignment 2	100 pts.	9.6 % of the final grade
Required Assignment 3	60 pts.	5.8 % of the final grade
LASA [Ethical Decision Making Model Paper]	300 pts.	28.8 % of the final grade
Total:	1040 pts.	100 %

Weekly Modules: There is a module for each week of the course. Learning activities and assignments need to be completed and posted by 11:59 pm EST the Sunday of the assigned week unless otherwise indicated. Each module has two or more learning objectives, activities and assignments. The students will be assessed based on points that he/she earned for the quality of his/her work on each of the assignments.

Grading Scale:

Your grade will be determined by the points you earn in the course. You are not in competition with one another—quite the opposite. Your grade will be updated in Moodle on a regular basis, but you will also need to keep track of your own progress.

A	95-100%	C	75-78 %
A-	92-94 %	C-	72-74 %
B+	89-91 %	D+	69-71 %
B	85-88 %	D	65-68 %
B-	82-84 %	D -	62-64 %
C+	79-81 %	F	61 %

Final course grades of 74.9% or less are considered “Unsatisfactory” and the course will need to be repeated.

This chart identifies the CACREP standards and course instruction and evaluation methods:

CACREP Standards	Instruction (When, How)	Evaluation method
History and philosophy of the counseling profession and its specialty areas (2.F1.a)	Readings and discussion questions. (Online discussion forum). Video.	Professional development planning portfolio: <i>Counseling specialty area development</i> , Self-assessment. Weekly reading test Chapters 1-2).
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganization collaboration and consultation (2.F1.b)	Readings and discussion questions. (Online discussion forum).	Weekly reading test (Chapters 3-4). Professional development planning portfolio: <i>A day in the life: Learning from counselors</i> Final paper - LASA
Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (2.F1.c)	Readings and discussion questions. (Online discussion forum).	Required assignment 3 Discussion question 3 Professional development planning portfolio: <i>A day in the life: Learning from counselors</i> . Final paper – LASA. Self-assessment.
The role and process of the professional counselor advocating on behalf of the profession (2.F1.d)	Readings and discussion questions. (Online discussion forum).	Discussion question 7 Portfolio: <i>Professional advocacy proposal</i> Weekly reading test. Required assignment 2
Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (2.F1.e)	Readings and discussion questions. (Online discussion forum).	Professional development planning portfolio: <i>Professional advocacy proposal</i> . Weekly reading test. Required assignment 3

Professional counseling organizations, including membership benefits, activities, services to members, and current issues (2.F1.f)	Readings and discussion questions. (Online discussion forum). ACA (2014) Code of Ethics. AMHCA (2015) Code of Ethics.	Professional development planning portfolio: <i>Professional engagement</i>
Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (2.F1.g)	Readings and discussion questions. (Online discussion forum).	Professional development planning portfolio: <i>Continuing education and licensure maintenance.</i> Professional development planning portfolio: <i>Counselor licensure/certification requirements.</i> Required assignment 2. Final paper - LASA
Current labor market information relevant to opportunities for practice within the counseling profession (2.F1.h)	Readings and discussion questions. (Online discussion forum). Video.	Discussion question.
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (2.F1.i)	Readings and discussion questions. (Online discussion forum). Case Study	Required assignment 1 Required assignment 2 Final paper – LASA Self-assessment Weekly reading test.
Technology’s impact on the counseling profession (2.F1.j)	Readings and discussion questions. (Online discussion forum). Video	Discussion question.
Strategies for personal and professional self-evaluation and implications for practice (2.F1.k)	Readings and discussion questions. (Online discussion forum).	Self-assessment. Final paper – LASA.
Self-care strategies appropriate to the counselor role (2.F1.l)	Readings and discussion questions. (Online discussion forum).	Professional development planning portfolio: <i>Self-care plan</i> Required assignment 3 Final paper - LASA

The role of counseling supervision in the profession (2.F1.m)	Readings and discussion questions. (Online discussion forum).	Discussion question. Final paper - LASA
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Assignments aligned to CACREP standards

	2.F1.a	2.F1.b	2.F1.c	2.F1.d	2.F1.e	2.F1.f	2.F1.g	2.F2.h	2.F1.i	2.F1.j	2.F1.k	2.F1.l	2.F1.m
SAs			X	X					X		X		
DQs					X			X		X			X
RAs			X		X				X			X	
PORTFOLIO	X	X	X	X	X	X	X					X	
WRTs		X		X	X				X				
LASA		X	X				X		X		X	X	X

MACMHC Program Comprehensive Assessment Plan (CAP):

Progress in the MACMHC program requires a combination of satisfactory academic achievement, demonstration of adequate clinical skills, and professional and personal development appropriate to the profession of counseling. Students are evaluated in these areas throughout their time in the program.

Students must demonstrate competency on student learning outcomes. Faculty recognizes the importance of assessing a candidate's progress according to national standards and departmental goals. The MACMHC Department has developed and maintains an assessment system that collects and analyzes data at multiple checkpoints. For students, the assessment of program SLOs (student learning outcomes) provides regular feedback of progress and maintains a record of growth which is evidence that students have met CACREP standards at initial and advanced preparation levels. Each student will receive a communication from the Program Director that summarizes the results of the annual review process. If any remediation is indicated, the communication will explain what is expected of the student based on a remediation plan. Students will work with their Faculty Advisor to accomplish the remediation plan.

As part of the continuous assessment plan, all students in this course will be assessed on the following rubric:

LASA: Ethical Decision Making Model. Students will achieve at least 255/300 points on the Ethical Decision Making Model Paper rubric. This assignment addresses ethical standards of professional counseling organizations and credentialing bodies. Students not receiving a satisfactory score on an assessment will receive some form of intervention in an effort to take reasonable steps to assist students in addressing and/or correcting the problem.

Students not receiving a satisfactory score on an assessment will receive some form of intervention in an effort to take reasonable steps to assist students in addressing and/or correcting the problem.

Professional Development and Counselor Identity

As of Fall 2019, students are required to obtain student membership in at least one professional organization and maintain throughout attendance in program. Additionally, students are required to attend one conference/seminar/workshop sponsored by a counseling organization prior to graduation.

Class Policies

Instructor's General Availability to Students: I am available most frequently by email. I check my emails regularly and will respond within a reasonable time.

Confidentiality Concerns: These assignments will be graded by your professor. I agree to confidentiality regarding anything you disclose in your papers. However, certain limits to confidentiality do apply. By law and ethics, we are required to break confidentiality in any of these conditions:

- You indicate that you are at risk to harm yourself or someone else.
- You are involved in either child or elder abuse (either as victim or perpetrator).
- You are involved in a lawsuit and the court subpoenas disclosure.
- You sue the University and the material is relevant to the University's defense.

In the event of any of the above conditions, I will still make every effort to honor confidentiality by restricting disclosure to only those who need to know. If you have any concerns, please feel free to discuss it with me.

Right of Revision: While the assignments are connected to assessment the facilitating instructor has the authority to change an assignment to better fulfill the objectives of the class if in his/her estimation it is believed that the assignment will better accomplish that objective. No advanced notice is required and those students who work ahead may find that they will have an extra assignment to complete this class.

Zoom Video Conferencing: During the first week of the course, you will meet with your professor and classmates synchronously via Zoom to be oriented to the course and connect with them.

Work Turned in Policy: All work assigned must be turned in for a student to successfully complete this course. Each assignment is tied to the course objectives and assessment of this class and therefore needs to be completed to comply with assessment requirements of our regional accrediting body. Should a student fail to turn in an assignment, the professor decides if that student may pass the course

Writing Papers: Graduate students are expected to submit written work that reflects personal engagement and cognitive, affective and skill-based learning. Papers will be graded for content that analyzes, evaluates and synthesizes, spelling, grammar, and style. The APA format is

expected for writing assignments unless otherwise indicated. The elements of APA that typically apply are the following: Title Page, Running Head, Content Heading if applicable, in the paper citation of references used and list of all References at the end of the paper. You may want to purchase: *The Publication Manual of the American Psychological Association*, Sixth Edition. Each course web site has "Citation Help" which provides helpful links and tutorials.

Late DQ Policy: Discussion questions and responses are expected to be submitted by the proposed due date. For every day the discussion question is late after the discussion question is due, 30% will be deducted from the discussion question maximum score. However, your professor reserves the right to exempt this policy due to extenuating circumstances (extenuating circumstances must be documented).

Late Assignment Policy: Assignments (RA, LASA, journaling, etc.) are expected to be submitted by the proposed due date. For every day the assignment is late after the assignment is due, 40% will be deducted from the assignment maximum score. However, your professor reserves the right to exempt this policy due to extenuating circumstances (extenuating circumstances must be documented).

Formatting File Names: When saving files to your computer, and submitting for a grade, be sure to name the file according to these conventions: the assignment name followed by one's first and last name. This allows your files to be downloaded by the grading instructor and prevents the loss of files that do not reflect the student, course, or project.

Email Communication: Students are expected to check their Huntington University email address on a regular basis throughout the week to access course information and updates. To facilitate efficient email communication, the subject line of all email messages to the professor should include the course number and the name of the student (e.g., SUBJECT: CN 609 – Student name: question or comment). Email messages should include students' first and last names in the signature.

Attendance Policy: Due to the concentrated scheduling and the emphasis upon participatory learning, students are expected to be in attendance every week. Students who are unable to attend a class or meet a deadline should notify the instructor or the Professional Programs office if the instructor isn't available. Assignments should be sent through the Moodle course website. Students should contact their instructor regarding the submission of any missed course work. Students participating in an online classroom are expected to participate weekly. Failure to participate in the first 7 days of a course will result in automatic withdrawal from the course. Students missing one additional class session will be withdrawn from the class. The student will retake the course the next time it is offered. Students who do not officially withdraw from a class by the stated deadlines will receive an F for the class. Please refer to the Refunds section for more information please, visit <http://my.huntington.edu>

Plagiarism and Cheating: Plagiarism is the use of the ideas; information or wording of another without proper acknowledgment, leaving the false impression that the material is original

with the student. Students will be held responsible for knowing the difference between legitimate and illegitimate use of source material. The academic community places a high value on intellectual honesty. Representation of work as one's own but taken from another source by plagiarism or cheating is a serious offense, the penalty for which will result in failure for the paper or exam and may result in failure for the course.

Technology Support: If you have any technical questions or concerns with Moodle, Zoom, or other technology, you can email to the HU Helpdesk at huhelpdesk@huntington.edu or 1-260-359-HELP (4357) and leave a message if necessary. They are available Mon – Fri from 8:00 am – 5:00 pm.

Library Services: At your student portal, you will see a Library Guide that will connect you to all the library services available to you from Huntington University. If you have questions or concerns about books, scholarly articles, journals, APA style, etc., please contact Huntington University Library at (260) 359-4060.

Disability and Accessibility: In compliance with Section 504 of the Rehabilitation Act of 1973, Huntington University makes reasonable accommodations for students with disabilities. The director of the Academic Center for Excellence (ACE) is the advocate and coordinator of services for students with disabilities at the University. Any student who has a learning, orthopedic, a sensory or psychiatric condition that substantially limits one or more major life activities and who would benefit from accommodations may be eligible for assistance. Students may contact the ACE in person, by phone at 260-359-4290 or by e-mail at ace@huntington.edu for more information.

CN602 - Legal, Ethical, and Professional Issues Course Schedule

Week 1	COs 1; 2 & 6: Topics	Academic Resources	Learning Activities and Assessments
<p>Date: 01/4/21 - 01/10/21</p>	<p>Introduction to Professional Ethics</p> <ul style="list-style-type: none"> • Identify common themes and limitations of ethics codes. • Understand the difference between law and ethics. • Learn about professional monitoring of practices. • Differentiate between aspirational ethics, 	<p><i>Chapter 1:</i> Corey, G., Corey, M., & Corey, C. (2019). <i>Issues and ethics in the helping professions</i> (10th ed.).</p> <p><i>Chapter 2:</i> Corey, G., Corey, M., Corey, C., & Callanan, P. (2019). <i>Issues and ethics in the helping professions</i> (10th ed.).</p> <p><i>Chapter 21:</i> Sanders, R. K. (2013). <i>Christian Counseling Ethics: A Handbook for Psychologists, Therapists and Pastors</i> (2nd ed.).</p> <p>American Counseling Association. (2014). <i>ACA code of ethics</i>. Alexandria, VA: Author. American Association of Christian Counselors (2014). <i>AACC code of ethics</i>.</p>	<p>DQ1: Assuming that you are a moral and responsible person (as are most counselors), why do you think it is important for you to study ethical and legal principles and the decision-making process.</p> <p>(300-400 words)</p> <p>Utilize 2-3 scholarly sources.</p>

	<p>mandatory ethics, principle ethics, and virtue ethics.</p> <ul style="list-style-type: none"> • Learn about the role of ethics codes in making ethical decisions. • Understand how the six moral principles can be applied to ethical dilemmas. • Learn about the steps to take in working through an ethical dilemma. • Appreciate involving the client in the ethical decision making process. <p><i>The Counselor as a Person and as a Professional</i></p> <ul style="list-style-type: none"> • Appreciate the role of counselor self-awareness in ethical practice. • Provide a rationale for the importance of personal therapy for counselors. • Clarify how countertransference can be an ethical concern. • Explore client dependence as a potential ethical problem. • Examine how stress can lead to therapist impairment. • Develop a personal strategy for maintaining vitality. 	<p>Video: Gerald Corey, PhD The Counselor, Person and Professional https://www.youtube.com/watch?v=utlUQdtIbXQ</p>	<p><u>Due date: 01/07/21 by 11:59 PM (EST).</u></p> <p><u>Respond to one peer by 01/10/21 by 11:59PM (EST).</u></p> <p style="text-align: right;">15 pts.</p> <p>Self-assessment: An inventory of your attitudes and beliefs about ethical and professional issues [Corey, Corey, Callanan (2015), pp. 24-32)].</p> <p><u>Due date: 01/06/21 by 11:59 PM (EST).</u></p> <p style="text-align: right;">15 pts.</p> <p>WRT 1: Chapters 1 and 2 from the textbook Corey, G., Corey, M., Corey, C., & Callanan, P. (2019). <i>Issues and ethics in the helping professions</i> (10th ed.).</p> <p style="text-align: right;">20 pts.</p> <p><u>Due date: 01/19/21 by 11:59 PM (EST).</u></p> <p>Week 1: Portfolio Project: Self-Care Plan.</p> <p style="text-align: right;">2-3 pages.</p> <p><u>Due date: 01/10/21 by 11:59 PM (EST).</u></p>
Week 2	COs 3; 6 & 7: Topics	Academic Resources	Learning Activities and Assessments

<p>Date: 01/11/21 - 01/17/21</p>	<p>Values and the Helping Relationship</p> <ul style="list-style-type: none"> • Explore the ethical issues involved in the imposition of therapist values. • Differentiate between exposing and imposing of therapist values. • Critically examine a variety of case examples on value situations. • Explore the role of spiritual/religious values in counseling. • Examine end-of-life decisions from an ethical perspective. • Learn how to effectively address value conflicts in therapy. <p>Multicultural Perspectives and Diversity Issues</p> <ul style="list-style-type: none"> • Learn essential terminology related to multiculturalism and diversity. • Identify how cultural encapsulation is an ethical issue. • Examine ethics codes from a diversity perspective. • Examine cultural values and assumption in therapy. • Clarify when matching of client and counselor is important. 	<p>Chapter 3 & 4: Corey, G., Corey, M., & Corey, C. (2019). <i>Issues and ethics in the helping professions</i> (10th ed.).</p> <p>Chapter 9 & 12: Sanders, R. K. (2013). <i>Christian Counseling Ethics: A Handbook for Psychologists, Therapists and Pastors</i> (2nd ed.).</p> <p>American Counseling Association. (2014). <i>ACA code of ethics</i>. Alexandria, VA: Author.</p> <p>American Association of Christian Counselors (2014). <i>AACC code of ethics</i>.</p> <p>Video: The danger of a single story - Chimamanda Ngozi Adichie https://www.youtube.com/watch?v=D9Ihs241ze</p>	<p>DQ2: Counselors must respect values that are different from their own and must avoid imposing their values on clients. From your Christian perspective (if applicable).</p> <ul style="list-style-type: none"> • Can you remain true to yourself and at the same time allow your clients the freedom to select their own values, even if they differ from yours? • What are some potential advantages and disadvantages in having similar life experience with your client? <p>(300-400 words)</p> <p>Utilize 2-3 scholarly sources.</p> <p><u>Due date: 01/14/21 by 11:59 PM (EST).</u></p> <p><u>Respond to one peer by 01/17/21 by 11:59PM (EST).</u></p> <p style="text-align: right;">15 pts.</p> <p>RA 1: Values Differentiation: Are Counselors Value Free?</p> <p style="text-align: right;">60 pts.</p> <p><u>Due date: 01/17/21 by 11:59 PM (EST).</u></p> <p>WRT 2: Chapters 3 and 4</p>
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	<ul style="list-style-type: none"> Explore ethical issues pertaining to sexual orientation. Critically examine what is involved in developing multicultural competence. 		<p>from the textbook Corey, G., Corey, M., Corey, C., & Callanan, P. (2019). <i>Issues and ethics in the helping professions</i> (10th ed.).</p> <p>20 pts.</p> <p><u>Due date: 01/16/21 by 11:59 PM (EST).</u></p> <p>Week 2: Portfolio Project: Counselor Licensure/Certification Requirements. 2-3 pages.</p> <p><u>Due date: 01/17/21 by 11:59 PM (EST).</u></p>
Week 3	COs 2; 3; 4; 8; & 10: Topics	Academic Resources	Learning Activities and Assessments
<p>Date: 01/18/21 - 01/24/21</p>	<p>Client Rights and Counselor Responsibilities</p> <ul style="list-style-type: none"> Learn what is involved in informed consent. Develop an informed consent document. Examine a counselor's responsibility in record keeping. Explore ethical issues related to online counseling. Become familiar with ethical issues in working with minors. Learn about involuntary commitment and human rights. Examine the basis for malpractice liability in the therapy profession. 	<p>Chapter 5 & 6: Corey, G., Corey, M., & Corey, C. (2019). <i>Issues and ethics in the helping professions</i> (10th ed.).</p> <p>Article: Kaplan, D., Wade, M., Conteh, J., & Martz, E. (2011). Legal and ethical issues surrounding the use of social media in counseling. <i>Counseling and Human Development</i>, 43(8), 1-12.</p> <p>Chapter 4: Sanders, R. K. (2013). <i>Christian Counseling Ethics: A Handbook for Psychologists, Therapists and Pastors</i> (2nd ed.).</p> <p>American Counseling Association. (2014). <i>ACA code of ethics</i>. Alexandria, VA: Author.</p> <p>American Association of Christian Counselors (2014). <i>AACC code of ethics</i>.</p> <p>Video: Explaining the Limits of Confidentiality to a Counseling Client https://www.youtube.com/watch?v=IWKseYFhp1Y</p> <p>Video: Federal Privilege for Therapists: Jaffee v. Redmon https://www.youtube.com/watch?v=Ijif-aulflo</p>	<p>DQ3: What are the professional's responsibilities in record keeping? (300-400 words)</p> <p>Utilize 2-3 scholarly sources.</p> <p><u>Due date: 01/21/21 by 11:59 PM (EST).</u></p> <p><u>Respond to one peer by 01/24/21 by 11:59PM (EST).</u></p> <p>15 pts.</p> <p>RA 2: Informed Consent</p> <p><u>Due date: 01/24/21 by 11:59PM (EST).</u></p> <p>200 pts.</p> <p>WRT 3: Chapters 5 and 6 from the textbook</p>

	<ul style="list-style-type: none"> Learn practical strategies for risk management. <p>Confidentiality: Ethical and Legal Issues</p> <ul style="list-style-type: none"> Differentiate between confidentiality, privacy, and privileged communication. Understand the purpose and limitations of confidentiality. Identify privacy issues with telecommunication s devices. Understand the implications of HIPAA for mental health providers. Differentiate between duty to warn and duty to protect. Become familiar with landmark court cases and implications for practice. Evaluate ethical and legal duties pertaining to suicide. Become aware of one’s duty to protect children, dependent adults, and the elderly from harm. Identify some confidentiality issues in the area of HIV/AIDS counseling. 	<p>Video: The HIPAA Privacy Rule https://www.youtube.com/watch?v=y751i4QqP0g</p>	<p>Corey, G., Corey, M., Corey, C., & Callanan, P. (2019). <i>Issues and ethics in the helping professions</i> (10th ed.).</p> <p style="text-align: right;">20 pts.</p> <p><u>Due date: 01/23/21 by 11:59PM (EST).</u></p> <p>Week 3: Portfolio Project: Continuing Education and Licensure Maintenance.</p> <p style="text-align: right;">1-2 pages.</p> <p><u>Due date: 01/24/21 by 11:59 PM (EST).</u></p>
Week 4	COs 2; 4 & 5: Topics	Academic Resources	Learning Activities and Assessments

<p>Date: 01/25/21 - 01/31/21</p>	<p>Managing Boundaries and Multiple Relationships</p> <ul style="list-style-type: none"> Examine various perspectives on multiple relationships. Formulate ways to minimize risk and promote client welfare. Differentiate between boundary crossings and boundary violations. Explore the pros and cons of bartering and receiving gifts. Identify what ethics codes say about specific dual relationships. Examine the ine legal and ethical aspects in managing boundaries. <p>Professional Competence and Training</p> <ul style="list-style-type: none"> Clarify how therapist competence is an ethical issue. Look at when and how to make referrals. Examine ethical issues in training therapists. Understand the basis of screening candidates in training programs. Learn about the purpose of licensing and credentialing. 	<p>Chapter 7 & 8: Corey, G., Corey, M., & Corey, C. (2019). <i>Issues and ethics in the helping professions</i> (10th ed.).</p> <p>Chapter 6: Sanders, R. K. (2013). <i>Christian Counseling Ethics: A Handbook for Psychologists, Therapists and Pastors</i> (2nd ed.).</p> <p>American Counseling Association. (2014). <i>ACA code of ethics</i>. Alexandria, VA: Author.</p> <p>American Association of Christian Counselors (2014). <i>AACC code of ethics</i>.</p> <p>Video: Therapist to Therapist - Psychotherapy Boundaries https://www.youtube.com/watch?v=SKU0jhxPXcU</p>	<p>DQ4: In your opinion, is a sexual relationship between a counselor and a former client ever acceptable? Why or why not? Explain the differences between a friendship and a counseling relationship.</p> <p>(300-400 words)</p> <p>Utilize 2-3 scholarly sources.</p> <p><u>Due date: 01/28/21 by 11:59 PM (EST).</u></p> <p><u>Respond to one peer by 01/31/21 by 11:59PM (EST).</u></p> <p>15 pts.</p> <p>RA 3: Ethical Issue in Non-traditional Counseling Settings.</p> <p>60 pts.</p> <p><u>Due date: 01/31/21 by 11:59PM (EST).</u></p> <p>WRT 4: Chapters 7 and 8 from the textbook Corey, G., Corey, M., Corey, C., & Callanan, P. (2019). <i>Issues and ethics in the helping professions</i> (10th ed.).</p> <p>20 pts.</p> <p><u>Due date: 01/30/21 by 11:59PM (EST).</u></p> <p>Week 4: Portfolio Project: Professional</p>
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	<ul style="list-style-type: none"> Discuss ways that continuing education is a way to maintain competence. 		<p>Engagement.</p> <p>2-3 pages.</p> <p><u>Due date: 01/31/21 by 11:59 PM (EST).</u></p>
Week 5	COs 4; & 11: Topics	Academic Resources	Learning Activities and Assessments
<p>Date: 02/01/21 - 02/07/21</p>	<p><i>Issues in Supervision and Consultation</i></p> <ul style="list-style-type: none"> Identify ethical and legal issues in clinical supervision. Become aware of the roles and responsibilities of supervisors. Examine ethical and effective practices in supervision. Identify the role of informed consent in supervisory relationships. Examine multicultural issues in supervision. Clarify appropriate boundaries in the supervisory process. Examine ethical issues pertaining to consultation. <p><i>Issues in Theory and Practice</i></p> <ul style="list-style-type: none"> Identify how one's theory pertains to ethical practice. Learn about ethical issues involved in using techniques. Understand ethical, clinical, and cultural issues 	<p><i>Chapter 9 & 10:</i> Corey, G., Corey, M., & Corey, C. (2019). <i>Issues and ethics in the helping professions</i> (10th ed.).</p> <p>American Counseling Association. (2014). <i>ACA code of ethics</i>. Alexandria, VA: Author.</p> <p>American Association of Christian Counselors (2014). <i>AACC code of ethics</i>.</p> <p>Video: Clinical Supervision for Counseling - Moving Sessions Beyond the Superficial https://www.youtube.com/watch?v=oWMNskk8nzY</p> <p>Video: Clinical Supervision - Bernard's "Discrimination Model" https://www.youtube.com/watch?v=7wOszCNcKR8</p>	<p>DQ5: Discuss ethical issues in clinical supervision. What are the supervisor's roles and responsibilities?</p> <p>(300-400 words)</p> <p>Utilize 2-3 scholarly sources.</p> <p><u>Due date: 02/04/21 by 11:59 PM (EST).</u></p> <p><u>Respond to one peer by 02/07/21 by 11:59PM (EST).</u></p> <p>15 pts.</p> <p>WRT 5: Chapters 9 and 10 from the textbook Corey, G., Corey, M., Corey, C., & Callanan, P. (2019). <i>Issues and ethics in the helping professions</i> (10th ed.).</p> <p>20 pts.</p> <p><u>Due date: 02/06/21 by 11:59 PM (EST).</u></p> <p>Week 5: Portfolio Project: Counseling Specialty Area Development.</p> <p>1-2 pages.</p> <p><u>Due date: 02/07/21 by 11:59 PM (EST).</u></p>

	<p>in assessment and diagnosis.</p> <ul style="list-style-type: none"> • Clarify arguments for and against the diagnosis. • Learn about the use of tests in counseling. • Explore ethical issues involved in managed care. • Become familiar with evidenced-based therapy practice. 		<p>Begin working on your final LASA assignment.</p>
Week 6	COs 4; 7 & 8: Topics	Academic Resources	Learning Activities and Assessments
<p>Date: 02/8/21 - 02/14/21 1</p>	<p><i>Ethical Issues in Couples and Family Therapy</i></p> <ul style="list-style-type: none"> • Learn about key ethical issues in working with couples and families. • Clarify how therapist values can be an ethical issue in couples/family work. • Explore the role of confidentiality and informed consent in family therapy. • Identify responsibilities of couples and family therapists. • Appreciate the role of gender issues in working with couples and families. • Understand training and education requirements for family therapists. <p><i>Ethical Issues in Group Work</i></p>	<p>Chapter 11 & 12: Corey, G., Corey, M., & Corey, C. (2019). <i>Issues and ethics in the helping professions</i> (10th ed.).</p> <p>Chapter 12: Sanders, R. K. (2013). <i>Christian Counseling Ethics: A Handbook for Psychologists, Therapists and Pastors</i> (2nd ed.).</p> <p>American Counseling Association. (2014). <i>ACA code of ethics</i>. Alexandria, VA: Author.</p> <p>American Association of Christian Counselors (2014). <i>AACC code of ethics</i>.</p>	<p>DQ6: Discuss how is confidentiality different when counseling couples and families as opposed to providing counseling services to an individual client?</p> <p>(300-400 words)</p> <p>Utilize 2-3 scholarly sources.</p> <p><u>Due date: 02/11/21 by 11:59 PM (EST).</u></p> <p><u>Respond to one peer by 02/14/21 by 11:59PM (EST).</u></p> <p>15 pts.</p> <p>Self-assessment: An inventory of your attitudes and beliefs about ethical and professional issues (Corey, Corey, Callanan, 2019, pp. 24-32).</p> <p><u>Due date: 02/10/21 by 11:59 PM (EST).</u></p>

	<ul style="list-style-type: none"> • Explore the topic of training and supervision of group leaders. • Clarify special ethical issues in working with groups. • Identify important considerations in using the co-leadership Model. • Identify ethical issues in the screening, selection, and orientation of members. • Understand the role and limitations of confidentiality in groups. • Understand how values affect the group process. • Learn about the ethical use of techniques in group work. • Examine diversity issues in group work. 		<p style="text-align: right;">15 pts.</p> <p>WRT 6: Chapters 11 and 12 from the textbook Corey, G., Corey, M., Corey, C., & Callanan, P. (2019). <i>Issues and ethics in the helping professions</i> (10th ed.).</p> <p style="text-align: right;">20 pts.</p> <p><u>Due date: 02/13/21 by 11:59 PM (EST).</u></p> <p>Week 6: Portfolio Project: A Day in the Life: Learning from Counselors.</p> <p style="text-align: right;">3-4 pages.</p> <p><u>Due date: 02/14/21 by 11:59 PM (EST).</u></p> <p>Keep working on your final LASA assignment.</p>
Week 7	COs 3; 4; 7; & 9: Topics	Academic Resources	Learning Activities and Assessments
<p>Date: 02/15/21 - 02/21/21</p>	<p><i>Ethical Issues in Community/Church Work</i></p> <ul style="list-style-type: none"> • Become familiar with the community mental health orientation. • Understand the main responsibilities of helping professionals in a community/church setting. 	<p><i>Chapter 13:</i> Corey, G., Corey, M., & Corey, C. (2019). <i>Issues and ethics in the helping professions</i> (10th ed.).</p> <p><i>Chapter 14 & 20:</i> Sanders, R. K. (2013). <i>Christian Counseling Ethics: A Handbook for Psychologists, Therapists and Pastors</i> (2nd ed.).</p> <p>American Counseling Association. (2014). <i>ACA code of ethics</i>. Alexandria, VA: Author.</p> <p>American Association of Christian Counselors (2014). <i>AACC code of ethics</i>.</p>	<p>DQ 7: Discuss the goals of social justice and advocacy.</p> <p>(300-400 words)</p> <p>Utilize 2-3 scholarly sources.</p> <p><u>Due date: 02/18/21 by 11:59 PM (EST).</u></p> <p><u>Respond to one peer by 02/21/20 by 11:59PM (EST).</u></p>

	<ul style="list-style-type: none"> • Understand the goals of the social justice perspective and become familiar with the advocacy competencies. • Learn about alternative roles in a community perspective. • Identify ways to involve oneself in the community/church and promote change. • Look at ways of working within a system. • Critically evaluate case examples from a community perspective. <p>Training Programs</p> <ul style="list-style-type: none"> • The importance of teaching ethical theory: enhancing decision making. • Issues of clinical application and competency. • Dual roles particular to the Christian therapist. • Training for ethical dilemmas arising in Christian counseling. • Effective methods in the teaching of ethics. 		<p style="text-align: right;">15 pts.</p> <p>WRT 7: Chapter 13 and other chapters from the textbook Corey, G., Corey, M., Corey, C., & Callanan, P. (2019). <i>Issues and ethics in the helping professions</i> (10th ed.).</p> <p style="text-align: right;">20 pts.</p> <p><u>Due date: 02/20/21 by 11:59 PM (EST).</u></p> <p>Week 7: Portfolio Project: Professional Advocacy Proposal.</p> <p style="text-align: right;">2-3 pages.</p> <p><u>Due date: 02/21/21 by 11:59 PM (EST).</u></p> <p>LASA: Ethical Decision Making: Case Study Report Presentation</p> <p><u>Due date: 02/21/21 by 11:59 PM (EST).</u></p> <p style="text-align: right;">300 pts.</p>
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