



Midwestern State University
Gordon T. & Ellen West College of Education
COUN 5303 Advanced and Issues in Counseling
Semester Credits: 3

Instructor/Contact Information:

Name: **R. Patrice Dunn, PhD., LPC, LPC-S, NCC**

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Office Phone: 972-410-0142

Office: Room 113 (Flower Mound)

Office Hours: **Monday** 9:00 am – 11:00 am; **Tuesday** 9:00 am – 11:00 am, and
Fridays 9:00 am-10:00 am (by appointment, virtual or in person)

In this Syllabi you will find:

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

Instructor Response Policy:

***Please log on frequently to D2L to check your email as I will communicate and give updates via email.** When I send out a group email, please respond to confirm receipt to prevent a lag in communication. I will check my email regularly during the week, and you can expect a response from me within the next 12 hours (but most likely sooner). Please email me with questions before assignments are due, do not wait until the last minute. If you need to discuss any assignments, we can schedule a meeting during my office hours via Zoom or phone.

***Note: The MSU Clinical Mental Health and School Counseling programs require at least a B average. C's are unacceptable, and more than 2 C's will put you in danger of being removed from the program. Please consult the Student Handbook for more information.**

COVID-19:

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas does not currently require facial coverings, they have effectively slowed the spread.

Optional Zoom Session:

This course does not require a mandatory Zoom class; however, I will have voluntary sessions. I will hold a 30-minute Zooms at 12-12:30 pm on 1/27, 3/17, and 4/28 and 4:30pm on 2/17 and 4/7. I will wait on the call for 10 minutes, and if no one shows up, I will end the call. If these times are not convenient, I will be available by appointment. These sessions allow students to ask questions and gain clarity with the course content or assignments. Email Rosalyn.Dunn1@msutexas.edu to schedule a Zoom.

COURSE DESCRIPTION

A seminar on current professional, legal, and ethical issues in counseling.

Prerequisites: Admission to the counseling program or permission of the counseling program coordinator.

Course Rationale

Students will learn the principles of ethics, the ethical standards of professional organizations, and the requirements of the State of Texas. Emphasis is placed on ethical practice within the counseling profession.

REQUIRED TEXTBOOK

Issues and Ethics in the Helping Professions 10th edition by Gerald Corey, Marianne Schneider Corey, and Cindy Corey. ISBN: 9780357670552 2019

<https://www.cengage.com/c/Issues-and-Ethics-in-the-Helping-Professions-10e-corey-corey-corey/9780357670552/>

COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

CACREP Standards Common Core Area Standards Addressed in this Course:

Section 2: 1.c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

Section 2: 1.f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues

Section 2: 1.g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

Section 2: 1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling process KPI

Section 2: 1.k. Strategies for personal and professional self-evaluation and implications for practice

Section 2: 1.l. Self-care strategies appropriate to the counselor role clients

Section 2: 1.m. The role of counseling supervision in the profession

Section 2: 2.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally KPI

Section 2: 2.b. Theories and models of multicultural counseling, cultural development, and social justice and advocacy

Section 2: 2.c. Multicultural counseling competencies

Section 2: 2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

Section 2: 2.g. The impact of spiritual beliefs on clients' and counselors' worldviews

Section 2: 2.h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Section 2: 5.c. Theories, models, and strategies for understanding and practicing consultation

Section 2: 5.g. Essential interviewing, counseling, and case conceptualization skills

Section 2: 5.h. Developmentally relevant counseling treatment or intervention plans

Section 2: 6.g. Ethical and culturally relevant strategies for designing and facilitating groups

Section 2: 7.b. Methods of effectively preparing for and conducting initial assessment meetings

Section 2: 7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

Section 2: 7.d. Procedures for identifying trauma and abuse and for reporting abuse

Section 2: 8.b. Identification of evidence-based counseling practices

Section 5C: 2.i. Legislation and government policy relevant to clinical mental health counseling

Section 5C: 2.k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling KPI

Section 5C: 2.j. cultural factors relevant to clinical mental health counseling

Section 5C: 2.l. Legal and ethical considerations specific to clinical mental health counseling KPI

Section 5C: 3.e. strategies to advocate for persons with mental health issues

Learning Objectives

1. Students will understand the ethical and legal considerations specifically related to the practice of clinical mental health counseling.
2. Students will demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health and counseling.
3. Students will demonstrate the ability to engage in procedures related to assessment and management of crises, and how to report abuse.
4. Students will understand laws related to ethical issues of clinical mental health practice, and laws pertaining to LPCs in the state of Texas

COURSE EXPECTATIONS

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Online Etiquette:

It is expected that students use formal, professional language when corresponding online. You are expected to use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all class members with respect.

Course Climate:

This course is structured to foster a respectful and supportive learning environment. Instructional materials and activities are designed to address varied learning needs and promote meaningful engagement. Students' experiences, perspectives, and professional goals are considered valuable contributions to the learning process. Ongoing feedback regarding ways to enhance the course and student learning is encouraged.

Confidentiality:

Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty:

Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community achieving success toward

our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.
- Usage of Artificial Intelligence (AI) software, this does not include editing tools of Word or Grammarly i.e., spell check or rewriting suggestions for clarity.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

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- Usage of Artificial Intelligence (AI) software, this does not include editing tools of Word or Grammarly i.e., spell check or rewriting suggestions for clarity.

Statement of Disability:

Disability Support Services (DSS) provides services to students with disabilities to ensure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or has been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a licensed or certified professional to diagnose the disability in question.

The Disability Support Services Disability Support Services is located at:

Student Wellness Center

Phone: 940-397-4140

Email: disabilityservices@msutexas.edu

Website: [DSS Webpage](#)

Attendance:

Attendance in this course includes active online participation. For each discussion, you are expected to post a thorough response that fully addresses every part of the prompt. You must also respond to at least one classmate with a complete paragraph that adds substance to the conversation (e.g., clarification, application, or a thoughtful question). When course materials or professional sources are used, include appropriate **in-text citations** and a **reference list** in APA 7 format.

Late Work:

All papers and assignments must be turned in on the day they are due. ***No exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered ***10%.** Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

SEMESTER COURSE OUTLINE

| Class Dates | Class Topics | Assignments/Reading |
|--|--|---|
| 1. Week of Tuesday, January 20, 2026 – Sunday, January 25, 2026 1/19/26-MLK Day | Syllabus Review Chapter One: Introduction to Professional Ethics Part One: Ethical Decision Making | Read Chapter One: Introduction to Professional Ethics and Part One: Ethical Decision Making Do Discussion Board, Post, and Comment |

| Class Dates | Class Topics | Assignments/Reading |
|--|---|---|
| 2. Week of Monday, January 26, 2026 – Sunday, February 1, 2026 2/26- Groundhog Day | Chapter Two: The Counselor as a Person and as a Professional | Read Chapter Two: The Counselor as a Person and as a Professional Do Discussion Board, Post, and Comment |
| 3. Week of Monday, February 2, 2026 – Sunday, February 8, 2026 | Chapter Three: Values and the Helping Relationship Part Two: Values and the Helping Relationship | Read Chapter Three: Values and the Helping Relationship and Part Two: Values and the Helping Relationship Do Discussion Board, Post, and Comment |
| 4. Week of Monday, February 9, 2026 – Sunday, February 15, 2026 KPI: 3B10, 3C11, 3E11, 3E15 2/14/26 Valentine's Day | Media Critique Appendix B to D2L Chapter Four: Multicultural Perspectives | Turn in Media Critique Appendix B to D2L Read Chapter Four: Multicultural Perspectives Do Discussion Board, Post, and Comment |
| 5. Week of Monday, February 16, 2026 – Sunday, February 22, 2026 2/16/26 President's Day | Read Chapter 5: Client Rights and counselor Responsibilities | Read Chapter 5: Client Rights and counselor Responsibilities Do Discussion Board, Post, and Comment |
| 6. Week of Monday, February 23, 2026 – Sunday, March 1, 2026 | Read Chapter Six: Confidentiality: Ethical and Legal Issues | Chapter Six: Confidentiality: Ethical and Legal Issues Do Discussion Board, Post, and Comment |

| Class Dates | Class Topics | Assignments/Reading |
|---|---|--|
| 7. Week of Monday, March 2, 2026 – Sunday, March 8, 2026 3B10, 3B2, 3B3, 3B9, 3C10, 3C12, 3E21, 3G10 | Read Chapter Seven: Chapter Seven: Managing Boundaries and Multiple Relations Part Three: Boundary Issues and Multiple Relationships | Read Chapter Seven: Chapter Seven: Managing Boundaries and Multiple Relations Part Three: Boundary Issues and Multiple Relationships Do Discussion Board, Post, and Comment |
| 8. Week of Monday, March 9, 2026 – Sunday, March 15, 2026 Spring Break! | <i>Nothing is due this week, you and use this time to catch up on reading and study for the midterm</i> | <i>Nothing is due this week, you and use this time to catch up on reading and study for the midterm</i> |
| 9. Week of Monday, March 16, 2026 – Sunday, March 22, 2026 3/17/26-St. Patrick's Day Complete Exam on D2L! | Complete Midterm Exam on D2L! Read: Chapter Eight: Professional Competence and Training | Complete Midterm Exam on D2L! Read: Chapter Eight: Professional Competence and Training Do Discussion Board, Post, and Comment |

| Class Dates | Class Topics | Assignments/Reading |
|--|---|--|
| 10. Week of Monday, March 23, 2026 – Sunday, March 29, 2026 | Chapter Nine: Ethical Issues in Supervision | <p>Read Chapter Eight: Professional Competence and Training</p> <p>Chapter Nine: Ethical Issues in Supervision</p> <p>Do Discussion Board, Post, and Comment</p> |
| 11. Week of Monday, March 30, 2026 – Sunday, April 5, 2026 4/1/26- April Fool's Day 4/2-4/3-EASTER BREAK D2L and Tk20 The discussion board this week is due Monday, April 6th, to account for the Holiday. | <p>Ethics Case Study Appendix C to D2L and Tk20</p> <p>Chapter 10: Issues in Theory and Practice</p> | <p>Turn in Ethics Case Study Appendix C to D2L and Tk20</p> <p>Chapter 10: Issues in Theory and Practice</p> <p>Do Discussion Board, Post, and Comment</p> |
| 12. Week of Monday, April 6, 2026 – Sunday, April 12, 2026 | Chapter 11: Ethical Issues in Couples and Family Therapy | <p>Chapter 11: Ethical Issues in Couples and Family Therapy</p> <p>Do Discussion Board, Post, and Comment</p> |
| 13. Week of Monday, April 13, 2026 –Sunday, April 19, 2026 | Chapter 12: Ethical Issues in Group Work | <p>Do Discussion Board, Post, and Comment</p> <p>Chapter 12: Ethical Issues in Group Work</p> |
| 14. Week of Monday, April 20, 2026 – Sunday, April 26, 2026 | Chapter 13: Community and Social Justice Perspectives | <p>Chapter 13: Community and Social Justice Perspectives</p> <p>Do Discussion Board, Post, and Comment</p> |
| 15. Week of Monday, April 27, 2026 – Sunday, May 3, 2026 | | <p>Do Discussion Board, Post, and Comment</p> |

| Class Dates | Class Topics | Assignments/Reading |
|--|-------------------------------------|-----------------------------------|
| 16. Week of Monday, May 4, 2026 – Friday May 8, 2026 3A3, 3A6, 3A7, 3A10, 3A11, 3A12, 3A2, ,3B1,3B10, 3B2, 3B11, 3B9, 3E4, 3E9, 3E13, 3F8, 5C4, 3G13, 3G14, 3H2 | Final Exam Appendix F on D2L | Complete Final Exam on D2L |

EVALUATION AND ASSIGNMENTS

*** ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

Discussion Post (15 pts.)

In this course, students will be required to complete regular discussion topics. The discussion topics will be related to that week's readings, which you will find in your syllabus. In addition to your post (3 paragraphs), you will respond to at least one post from a classmate (1 paragraph). In your post, I will be looking not only for your overview of the text on the topic but also for your thoughts and reflections. These posts should be well written, including citations and a reference at the end. Please note that anything that is not your original thought should be cited. ***The assignments and weekly posts are due by Sunday at 11:59 pm at the end of the week.** Follow directions to get full points each week. Late work will not be accepted. **If you need additional assistance with academic writing, please email gradwritinghelp@msutexas.edu to contact a Graduate School Writing Coach and use Grammarly.**

(See Appendix A). 3A2, 3A3, 3A6, 3A7, 3A10, 3A11, 3A12, 3B1, 3B11, 3B9, 3E4, 3E9, 3E11, 3F8, 5C3

EXPECTATIONS FOR WRITING ASSIGNMENTS

As graduate students, you are expected to produce writing that reflects a high standard of academic rigor and professionalism. All assignments should adhere to APA 7 format, which includes proper in-text citations and a comprehensive reference page. Your papers should begin with an engaging introduction that provides context for the topic and outlines the purpose of your work. Concluding paragraphs should thoughtfully summarize your discussion and reinforce the key points presented in your paper.

To ensure clarity and organization, please use the outline provided on the content page as a guide. This outline is designed to help you structure your paper effectively while ensuring all required components are included. Exercise creative freedom in presenting your ideas, but remember that each paragraph should contain at least five sentences to demonstrate depth and critical analysis.

You are encouraged to enrich your writing with empirical studies from reputable sources beyond the textbook. This approach not only strengthens your arguments but also demonstrates your ability to integrate diverse perspectives into your work. Your writing should reflect an advanced level of scholarly engagement, showcasing your understanding of the subject matter and your ability to articulate insights with precision and clarity.

Media Critique: (75 pts.)

Students will select a movie or television show, past or present, that shows an ethical issue involving a clinical mental healthcare provider. Within this paper, students will introduce the movie, introduce the ethical issue, use *Codes of Ethics* to show why this is an ethical issue, highlight the important possible legal ramifications, and reflect on the implications these issues have on the clinical mental health field. Students will conclude their paper with a reflection on what they learned by doing the assignment and how they will utilize the knowledge moving forward in the field of clinical mental health. This paper must be written in APA 7 format (**See Appendix B**). **3A10, 3A11, 3E4, 5C3**

Media Critique: Ethical Review Board Assignment

Purpose:

This group assignment is designed to help students apply ethical decision-making skills to realistic counseling scenarios portrayed in popular media. Students will critically evaluate ethical issues using professional codes of ethics and legal considerations while practicing collaborative analysis and professional communication.

Assignment Description

Students will work in groups *(see assignment description in D2L for a link) to view an instructor-approved **movie** that depicts ethical issues involving a mental health professional. Each group will serve as an **Ethical Review Board**, analyzing the counselor's actions and presenting their findings through a recorded video presentation.

The presentation should:

- Briefly introduce the movie and relevant counseling context
- Identify and explain the primary ethical issues portrayed
- Apply relevant professional Codes of Ethics to support analysis
- Discuss potential legal implications related to the case
- Reflect on the impact of these issues on professional counseling practice

This assignment emphasizes ethical reasoning, professional judgment, and real-world application rather than summarizing the movie.

Group Roles

Each group member must take on **one primary role** to ensure balanced participation. Roles may overlap slightly but should remain clearly defined.

1. Case Presenter

- Introduces the movie and counseling scenario
- Identifies the main ethical dilemma(s)

2. Ethics Analyst

- Applies relevant professional Codes of Ethics
- Explains why the situation constitutes an ethical concern

3. Legal & Professional Impact Reviewer

- Identifies possible legal ramifications
- Discusses risks to clients, counselors, and the profession

4. Reflection & Recommendations Lead

- Reflects on lessons learned
- Offers ethical recommendations or alternative counselor actions

All group members should appear in the presentation and demonstrate collaborative engagement.

Approved Movie Options

*Students must select **one** movie from this list (no television shows). Movies were chosen because they clearly depict ethical dilemmas involving mental health professionals.*

1. **Good Will Hunting** (1997) – Boundary issues, competence, self-disclosure, power, and informed consent
2. **Ordinary People** (1980) – Confidentiality, family dynamics, therapist boundaries
3. **Girl, Interrupted** (1999) – Client rights, diagnosis, institutional ethics, power differentials
4. **A Dangerous Method** (2011) – Dual relationships, sexual boundaries, ethics in theory and practice
5. **One Flew Over the Cuckoo's Nest** (1975) – Client rights, abuse of power, institutional ethics
6. **The Prince of Tides** (1991) – Boundary crossings, dual relationships, confidentiality
7. **Antwone Fisher** (2002) – Self-disclosure, boundaries, scope of practice, cultural considerations.

Instructor approval is required for any movie not listed above.

CACREP Standards: 3A10, 3A11, 3E4, 5C3

Individual Accountability

Each student submits a **1–2 page reflection**

Reflection Prompts

- What ethical insight challenged your thinking?
- What was your role on the Ethics Review Board? Please describe.
- How will this experience inform your future clinical practice?

Ethics Case Study (100 pts.) See Appendix C

Ethical dilemmas in counseling rarely come with clear answers. This assignment is designed to help you practice a ***structured, realistic approach** to ethical decision-making that you can use in actual clinical settings.

Rather than memorizing ethical codes, you will analyze a counseling scenario and demonstrate how counselors think, reason, and act when ethical and legal issues arise.

Assignment Description

You will select one instructor-provided ethical case study *(see link in the assignment description in D2L) and analyze it using an ethical decision-making model discussed in this course.

Your paper should demonstrate your ability to:

- Identify an ethical and/or legal dilemma
- Apply ethical principles to competing responsibilities
- Use an ethical decision-making model to guide professional action

Paper Requirements

Your paper should be **5–7 pages** and include the following sections:

1. Case Overview & Ethical Dilemma

Briefly summarize the case and clearly identify the **central ethical and/or legal dilemma**. Explain why this situation presents an ethical concern.

2. Ethical Principles in Tension

Apply the **six core ethical principles** (autonomy, beneficence, nonmaleficence, justice, fidelity, veracity) to the case.

- Identify which principles support different courses of action
- Explain where ethical tension exists

3. Ethical Decision-Making Model

Select **one ethical decision-making model** covered in the course.

- Briefly describe the model
- Apply each step of the model directly to the case

4. Ethical Decision & Justification

State the ethical course of action you would take as the counselor.

- Justify your decision using ethical principles, professional standards, and the decision-making model
- Address potential risks and benefits of your decision

5. Reflection

Reflect on what this case taught you about ethical practice.

- What challenged you?
- How did this process shape your professional judgment?
- How might you handle a similar situation in the future?

Sources & Format

- Minimum of **5 scholarly references** (within the last 10 years)
- APA 7 format required

- Clarity and ethical reasoning matter more than length

Ethical Principles: The ethical principles of ***autonomy, justice, beneficence, nonmaleficence, fidelity, and veracity*** should guide counselors when confronted with ethical dilemmas.

- Autonomy—Respecting client's rights to act as free agents, including freedom of lifestyle, thought, and choice.
- Nonmaleficence- Doing no harm.
- Beneficence—Doing good; benefitting others.
- Justice—Being fair by applying standards of impartiality, equality, and reciprocity.
- Fidelity—Being faithful, loyal, and truthful.
- Veracity - Dealing truthfully with individuals with whom counselors come into professional contact. (See Appendix C). **2.1.i, 2.2.a, 5c.2k**

Final Exam (25 pts.): The final examination will cover every chapter in the textbook (See Appendix F). **3A3, 3A6, 3A6, 3A7, 3A10, 3A11, 3A12, 3A2, 3B1, 3B10, 3B2, 3B11, 3B9, 3E4, 3E9, 3E11, 3F8, 3G13, 3G14, 3G15, 3H2**

| | | |
|---------------------|---------------------------|------------|
| Discussion Post | *D2L | 150 |
| Media Critique | *D2L | 75 |
| Ethics Case Study. | *D2L and Tk20 link | 100 |
| Final Exam | *D2L | 25 |
| Total Points | | 350 |

Grade Classifications:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or Below

Department Of Counseling Statement of Expectations

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and

appropriately. For further clarification on review and retention refer to the handbook.

Classroom Behaviors

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

Student Ethics and Other Policy Information

Ethics

For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

Special Notice

Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus are the responsibility of everyone in our community. Each of us should be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Limited Right to Intellectual Property

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product to verify originality and authenticity, and for

educational purposes.

Midwestern State University Mission Statement

MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and their private lives.

Midwestern State University Values:

- People-Centered – Engage others with respect, empathy, and joy.
- Community – Cultivate a diverse and inclusive campus environment.
- Integrity – Always do the right thing.
- Visionary – Adopt innovative ideas to pioneer new paths.
- Connections – Value relationships with broader communities.

Midwestern State University Counseling Program Objectives:

- Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
- Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
- Address student learning
- Written so they can be evaluated

***Please refer to your Clinical Mental Health student handbook, and or your practicum and internship manual located within the D2L shell for review.**

Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Desire-to-Learn (D2L): Extensive use of the MSU D2L program is a part of this course.

Important Dates:

Last day for term schedule check date on [Academic Calendar](#).

Deadline to file for graduation check date on [Academic Calendar](#).

Last Day to drop with a grade of "W" check date on [Academic Calendar](#). Refer to: [Drops, Withdrawals & Void](#)

Online Computer Requirements: Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class.

***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered the reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.**

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they can help you get connected to our online services. For help, log into [D2L](#).

Inclement Weather

In the case of campus closure due to inclement weather, fully online courses may continue as scheduled, but you will be notified by the instructor via D2L email.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place that prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on

university property or at university-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice: *Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.*

I. RESOURCES

American Counseling Association. (2014). *2014 ACA Code of Ethics*.

Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed. TR)*. Author.

American Psychological Association. (2020). *2020 APA Publication Manual*.

Retrieved from <https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>

Council for Accreditation of Counseling and Related Educational Programs.

(2016). *2016 CACREP Standards*. Retrieved from
<https://www.cacrep.org/for-programs/2016-cacrep-standards/>

United States National Library of Medicine, & National Institutes of Health. (n.d.).

National Center for Biotechnology Information. Retrieved from
<https://www.ncbi.nlm.nih.gov/pmc/>

II. APPENDENCIES

Appendix A

Online Assignments and Comments (15 pts.) CACREP Standards

Addressed: 3A3, 3A6, 3A7, 3A10, 3A11, 3A12, 3A2, 3B1, 3B10, 3B2, 3B11, 3B9, 3E4, 3E9, 3E13, 3F8, 3G13, 3G14, 3G15, 3H2

The rubric of Online Assignments and Comments (Possible 150 Pts)

| <u>Points Earned</u> | <u>Week</u> | <u>Comments</u> |
|----------------------|--|-----------------|
| _____ | Week 1 (15pt) | |
| _____ | Week 2 (10pt) | |
| _____ | Week 3 (10pt) | |
| _____ | Week 4 (10pt) | |
| _____ | Week 5 (10pt) | |
| _____ | Week 6 (10pt) | |
| _____ | Week 7 (10pt) | |
| _____ | Nothing is due Spring Break for Week 8 | |
| _____ | Week 9 (10pt) | |
| _____ | Week 11 (10pt) | |
| _____ | Week 12 (10pt) | |
| _____ | Week 13 (10pt) | |
| _____ | Week 14 (10pt) | |
| _____ | Week 15 (10pt) | |
| _____ | Week 16/17 (15pt) | |

Total Points Earned _____/ 150 points

Appendix B

Media Critique (75 pts)

CACREP Standards Addressed: 1i, 3A10, 5c,

Media Critique: Ethical Review Board Assignment

Purpose:

This group assignment is designed to help students apply ethical decision-making skills to realistic counseling scenarios portrayed in popular media. Students will critically evaluate ethical issues using professional codes of ethics and legal considerations while practicing collaborative analysis and professional communication.

Assignment Description

Students will work in groups to view an instructor-approved **movie** that depicts ethical issues involving a mental health professional. Each group will serve as an **Ethical Review Board**, analyzing the counselor's actions and presenting their findings through a recorded video presentation.

The presentation should:

- Briefly introduce the movie and relevant counseling context
- Identify and explain the primary ethical issues portrayed
- Apply relevant professional Codes of Ethics to support analysis
- Discuss potential legal implications related to the case
- Reflect on the impact of these issues on professional counseling practice

This assignment emphasizes ethical reasoning, professional judgment, and real-world application rather than summarizing the movie.

Group Roles (see group assignments link in D2L)

Each group member must take on **one primary role** to ensure balanced participation. Roles may overlap slightly but should remain clearly defined.

5. Case Presenter

- Introduces the movie and counseling scenario
- Identifies the main ethical dilemma(s)

6. Ethics Analyst

- Applies relevant professional Codes of Ethics
- Explains why the situation constitutes an ethical concern

7. Legal & Professional Impact Reviewer

- Identifies possible legal ramifications
- Discusses risks to clients, counselors, and the profession

8. Reflection & Recommendations Lead

- Reflects on lessons learned
- Offers ethical recommendations or alternative counselor actions

All group members should appear in the presentation and demonstrate collaborative engagement.

Approved Movie Options

*Students must select **one** movie from this list (no television shows). Movies were chosen because they clearly depict ethical dilemmas involving mental health professionals.*

8. **Good Will Hunting** (1997) – Boundary issues, competence, self-disclosure, power, and informed consent
9. **Ordinary People** (1980) – Confidentiality, family dynamics, therapist boundaries
10. **Girl, Interrupted** (1999) – Client rights, diagnosis, institutional ethics, power differentials
11. **A Dangerous Method** (2011) – Dual relationships, sexual boundaries, ethics in theory and practice
12. **One Flew Over the Cuckoo's Nest** (1975) – Client rights, abuse of power, institutional ethics
13. **The Prince of Tides** (1991) – Boundary crossings, dual relationships, confidentiality
14. **Antwone Fisher** (2002) – Self-disclosure, boundaries, scope of practice, cultural considerations

Most of these movies can be accessed for free. If you are having trouble please reach out to me. Instructor approval is required for any movie not listed above.

CACREP Standards: 3A10, 3A11, 3E4, 5C3

Individual Accountability

Each student submits a **1–2 page reflection**

Reflection Prompts

- What ethical insight challenged your thinking?
- What was your role on the Ethics Review Board? Please describe.
- How will this experience inform your future clinical practice?

This paper must be written in APA 7 format **3A10, 3A11, 3E4, 5C3**

Media Critique: Ethical Review Board Assignment

| Criteria | Excellent | Competent | Needs Improvement | Points |
|--|---|--|---|---------------|
| Identification of Ethical Issues | Clearly identifies and thoroughly explains primary ethical dilemmas | Identifies ethical issues with limited depth | Ethical issues unclear or inaccurate | 15 pts |
| Application of Ethical Codes (ACA/Professional Codes) | Accurately applies relevant ethical codes with strong justification | Applies ethical codes but explanation lacks clarity or depth | Minimal or incorrect application of ethical codes | 15 pts |
| Legal & Professional Implications | Clearly explains potential legal consequences and professional risks | Addresses legal issues but analysis is underdeveloped | Legal considerations missing or inaccurate | 15 pts |
| Ethical Reasoning & Decision-Making | Demonstrates strong critical thinking, ethical reasoning, and sound recommendations | Some ethical reasoning evident, recommendations limited | Limited or flawed ethical reasoning | 15 pts |
| Collaboration, Roles & Professionalism | Clear role execution, balanced participation, professional presentation | Uneven participation or minor professionalism concerns | Poor collaboration or lack of professionalism | 15 pts |
| Total | | | | 75 pts |

Appendix C

Ethics Case Study (100 pts.)

CACREP Standards Addressed: **3A3, 3A10, 3A12, 5C3**

Ethics Case Study (100 pts.) See Appendix C

Ethical dilemmas in counseling rarely come with clear answers. This assignment is designed to help you practice a **structured, realistic approach** to ethical decision-making that you can use in actual clinical settings.

Rather than memorizing ethical codes, you will analyze a counseling scenario and demonstrate how counselors think, reason, and act when ethical and legal issues arise.

Assignment Description

You will select **one instructor-provided ethical case study** (see the link in the assignment details in D2L) and analyze it using an **ethical decision-making model** discussed in this course.

Your paper should demonstrate your ability to:

- Identify an ethical and/or legal dilemma
- Apply ethical principles to competing responsibilities
- Use an ethical decision-making model to guide professional action

Paper Requirements

Your paper should be **5–7 pages** and include the following sections:

1. Case Overview & Ethical Dilemma

Briefly summarize the case and clearly identify the **central ethical and/or legal dilemma**. Explain why this situation presents an ethical concern.

2. Ethical Principles in Tension

Apply the **six core ethical principles** (autonomy, beneficence, nonmaleficence, justice, fidelity, veracity) to the case.

- Identify which principles support different courses of action
- Explain where ethical tension exists

3. Ethical Decision-Making Model

Select **one ethical decision-making model** covered in the course.

- Briefly describe the model
- Apply each step of the model directly to the case

4. Ethical Decision & Justification

State the ethical course of action you would take as the counselor.

- Justify your decision using ethical principles, professional standards, and the decision-making model
- Address potential risks and benefits of your decision

5. Reflection

Reflect on what this case taught you about ethical practice.

- What challenged you?
- How did this process shape your professional judgment?
- How might you handle a similar situation in the future?

Sources & Format

- Minimum of **5 scholarly references** (within the last 10 years)
- APA 7 format required
- Clarity and ethical reasoning matter more than length

Ethical Principles: The ethical principles of ***autonomy, justice, beneficence, nonmaleficence, fidelity, and veracity*** should guide counselors when confronted with ethical dilemmas.

- Autonomy—Respecting client's rights to act as free agents, including freedom of lifestyle, thought, and choice.
- Nonmaleficence- Doing no harm.
- Beneficence—Doing good; benefitting others.
- Justice—Being fair by applying standards of impartiality, equality, and reciprocity.
- Fidelity—Being faithful, loyal, and truthful.
- Veracity - Dealing truthfully with individuals with whom counselors come into professional contact. **(See Appendix C). 2.1.i, 2.2.a, 5c.2k**

Ethics Case Study Rubric (100 Points Total)

| Criteria (KPI) | Beginning (0) | Basic | Proficient | Advanced | Exceptional |
|--|---|---|---|---|---|
| Identification of Ethical Dilemma (3A3) | 0 pts Ethical dilemma not identified or unclear | 6 pts Ethical dilemma identified but lacks clarity or relevance | 9 pts Ethical dilemma clearly identified with minimal context | 12 pts Ethical dilemma clearly identified with supporting details and understanding of complexity | 15 pts Ethical dilemma thoroughly identified with nuanced insight and real-world implications |
| Application of Ethical Decision-Making Model (3A12, 3A10) | 0 pts No model applied or lacks structure | 10 pts Model applied inaccurately or with gaps in logic | 15 pts Model applied with general accuracy but limited depth | 20 pts Model applied effectively with logical steps and critical thought | 25 pts Model applied exceptionally with strong critical analysis and logical flow |
| Integration of Ethical Codes & Principles (3A2, 3E6) | 0 pts Codes/principles not referenced or misapplied | 8 pts Codes identified but not effectively applied | 12 pts Relevant codes integrated but lack depth | 16 pts Codes and principles accurately integrated with clear rationale | 20 pts Codes and principles seamlessly integrated with insightful reasoning |
| Understanding of Counselor's Role | 0 pts Limited or incorrect understanding | 6 pts Basic understanding, lacks specificity | 9 pts Accurate description with limited detail | 12 pts Clear understanding with thoughtful ethical examples | 15 pts Advanced insight with strong reflective awareness |
| Depth of Ethical Analysis & Reflection (3A10, 3E6) | 0 pts Lacks depth or awareness of implications | 6 pts Limited reflection, minimal critical thought | 9 pts Reasonable reflection, implications underexplored | 12 pts Reflective and critical analysis | 15 pts Sophisticated, deeply reflective analysis |
| APA Format & Professional Presentation | 0 pts Numerous APA and writing errors | 4 pts Significant APA errors | 6 pts Minor APA errors; writing mostly clear | 8 pts APA mostly correct; professional writing | 10 pts Flawless APA and polished professional writing |
| TOTAL | | | | | 100 pts |

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Appendix F

Final Exam (25 points)

CACREP Standards

Addressed:

Final Exam (25 pts.)

Students will take a 25-question final exam covering all chapters of the textbook, which is worth 25 points (25%) of their grade.

I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.