



Midwestern State University
Gordon T. & Ellen West College of Education

Course Title: Ethics and Issues in Counseling
Course Number: COUN 5303
Semester Credits: 3

Professor: Dr. Sarah Long (Dingus)

Semester: Spring 2022 17 Weeks

E-mail: sarah.dingus@msutexas.edu

Class Room: Online

Office Hours: By Appointment

Class Format: Online

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

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 is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

I. COURSE DESCRIPTION

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

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

II. 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.

III. REQUIRED TEXTBOOK

Corey, G., Corey, M. & Corey, C. (2019). Issues and Ethics in the Helping Professions. 10th ed. Cengage.

IV. COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

Common Core:

- 1.c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- 1.f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues
- 1.g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- 1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling process KPI
- 1.k. Strategies for personal and professional self-evaluation and implications for practice
- 1.l. Self-care strategies appropriate to the counselor role clients
- 1.m. The role of counseling supervision in the profession
- 2.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally KPI
- 2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- 2.c. Multicultural counseling competencies
- 2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- 2.g. The impact of spiritual beliefs on clients' and counselors' worldviews

- 2.h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- 5.c. Theories, models, and strategies for understanding and practicing consultation
- 5.g. Essential interviewing, counseling, and case conceptualization skills
- 5.h. Developmentally relevant counseling treatment or intervention plans
- 6.g. Ethical and culturally relevant strategies for designing and facilitating groups
- 7.b. Methods of effectively preparing for and conducting initial assessment meetings
- 7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- 7.d. Procedures for identifying trauma and abuse and for reporting abuse
- 8.b. Identification of evidence-based counseling practices
- 9.2.i. Legislation and government policy relevant to clinical mental health counseling
- 9.2.k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling KPI
- 9.2.l. Legal and ethical considerations specific to clinical mental health counseling KPI

Learning Objectives

1. Students will understand the ethical and legal considerations specifically related to the practice of clinical mental health counseling.
2. Student 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 crisis situations, and how to report abuse.
4. Students will understand laws related to ethical issues of clinical mental health practice, and laws pertaining to LPC's in the state of Texas.

V. 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. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

Diversity: It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

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 so rich in diversity and 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.

Statement of Disability: Disability Support Services (DSS) provides services to students with disabilities to insure 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 have 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 qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance: Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, GRADUATE STUDENTS are expected to be on time and to attend every session online and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken

seriously.

Late Work: All papers and assignments must be turned in 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%** for each **day** turned in late, and no other assignments will be accepted after the due date. Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

VI. SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
1. Week of Monday, January 10 th , 2022 – Sunday, January 16 th , 2022	<ul style="list-style-type: none">• Syllabus Review• Chapter One: Introduction to Professional Ethics• Part One: Ethical Decision Making	<ul style="list-style-type: none">• Read Chapter One: Introduction to Professional Ethics and Part One: Ethical Decision Making• Do Discussion Board, Post, and Comment
2. Week of Monday, January 17 th , 2022 – Sunday, January 23 rd , 2022	<ul style="list-style-type: none">• Chapter Two: The Counselor as a Person and as a Professional	<ul style="list-style-type: none">• Read Chapter Two: The Counselor as a Person and as a Professional• Do Discussion Board, Post, and Comment

<p>3. Week of Monday, January 24th, 2022 – Sunday, January 30th, 2022</p>	<ul style="list-style-type: none"> • Chapter Three: Values and the Helping Relationship • Part Two: Values and the Helping Relationship 	<ul style="list-style-type: none"> • Read Chapter Three: Values and the Helping Relationship and Part Two: Values and the Helping Relationship • Do Discussion Board, Post, and Comment
<p>4. Week of Monday, January 31st, 2022 – Sunday, February 6th, 2022</p> <p>1i, 5c, 9.2i and 9.2l</p>	<ul style="list-style-type: none"> • Media Critique Appendix B to D2L 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment • Turn in Media Critique Appendix B to D2L
<p>5. Week of Monday, February 7th, 2022 – Sunday, February 13th, 2022</p>	<ul style="list-style-type: none"> • Chapter Four: Multicultural Perspectives and Diversity Issues 	<ul style="list-style-type: none"> • Read Chapter Four: Multicultural Perspectives and Diversity Issues • Do Discussion Board, Post, and Comment
<p>6. Week of Monday, February 14th, 2022 – Sunday, February 20th, 2022</p>	<ul style="list-style-type: none"> • Chapter Five: Client Rights and Counselor Responsibilities 	<ul style="list-style-type: none"> • Read Chapter Five: Client Rights and Counselor Responsibilities • Do Discussion Board, Post, and Comment

<p>7. Week of Monday, February 21st, 2022 – Sunday, February 27th, 2022</p> <p>1i, 5c, 9.2i and 9.2l</p>	<ul style="list-style-type: none"> • Legal Brief and Analysis Appendix D to D2L 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment • Turn in Legal Brief and Analysis Appendix D to D2L
<p>8. Week of Monday, February 28th, 2022 – Sunday, March 6th, 2022</p>	<ul style="list-style-type: none"> • Chapter Six: Confidentiality: Ethical and Legal Issues 	<ul style="list-style-type: none"> • Read Chapter Six: Confidentiality: Ethical and Legal Issues • Do Discussion Board, Post, and Comment
<p>9. Week of Monday, March 7th, 2022 – Sunday, March 13th, 2022</p>	<ul style="list-style-type: none"> • Chapter Seven: Managing Boundaries and Multiple Relations • Part Three: Boundary Issues and Multiple Relationships 	<ul style="list-style-type: none"> • Read Chapter Seven: Managing Boundaries and Multiple Relations and Part Three: Boundary Issues and Multiple Relationships • Do Discussion Board, Post, and Comment
<p>10. Week of Monday, March 14th, 2022 – Sunday, March 20th, 2022</p> <p>Spring Break!</p>	<ul style="list-style-type: none"> • Nothing is due this week, not even a discussion board post, use this time to catch up on reading, and work on your future papers. 	<ul style="list-style-type: none"> • Nothing is due this week, not even a discussion board post, use this time to catch up on reading, and work on your future papers
<p>11. Week of Monday, March 21st, 2022 – Sunday, March 27th, 2022</p>	<ul style="list-style-type: none"> • Chapter Eight: Professional Competence and Training • Chapter Nine: Ethical Issues in Supervision 	<ul style="list-style-type: none"> • Read Chapter Eight: Professional Competence and Training and Chapter Nine: Ethical Issues in Supervision

		<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment
<p>12. Week of Monday, March 28th, 2022 – Sunday, April 3rd, 2022</p> <p>1c, 1m, KPI 1i, 2a, 9.2k, and 9.2l</p> <p>Please turn in to Tk20 as well</p>	<ul style="list-style-type: none"> • Ethics Case Study Appendix C to D2L and Tk20 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment • Turn in Ethics Case Study Appendix C to D2L and Tk20
<p>13. Week of Monday, April 4th, 2022 – Sunday, April 10th, 2022</p>	<ul style="list-style-type: none"> • Chapter 10: Issues in Theory and Practice • Chapter 11: Ethical Issues in Couples and Family Therapy 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment • Read Chapter 10: Issues in Theory and Practice and Chapter 11: Ethical Issues in Couples and Family Therapy
<p>14. Week of Monday, April 11th, 2022 – Sunday, April 17th, 2022</p> <p>1i, 5c, 9.2i and 9.2l</p>	<ul style="list-style-type: none"> • Ethics and Legal Issues in Rural Areas Appendix E to D2L 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment • Turn in Ethics and Legal Issues in Rural Areas Appendix E to D2L
<p>15. Week of Monday, April 18th, 2022 – Sunday, April 24th, 2022</p>	<ul style="list-style-type: none"> • Chapter 12: Ethical Issues in Group Work • Chapter 13: Community and Social Justice Perspectives 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment • Read Chapter 12: Ethical Issues in Group Work and Chapter 13: Community and Social Justice

		Perspectives
16/17. Week of Monday, April 25th, 2022 – Thursday, May 5st, 2022 1c, 1f, 1g, 1i, 1k, 1l, 1m, 2a, 2b, 2c, 2d, 2g, 2h, 5c, 5g, 5h, 6g, 7b, 7c, 7d, 8b, 9.2i, 9.2k, and 9.2l	<ul style="list-style-type: none"> Final Exam Appendix F on D2L 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment Complete Final Exam on D2L

VII. EVALUATION AND ASSIGNMENTS

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

Online Assignments and Comments: (15 pts.) Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person’s thread. The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week, **aside from the last week**. Follow directions to get full points each week. Late work will not be accepted (See Appendix A). **1c, 1f, 1g, 1i, 1k, 1l, 1m, 2a, 2b, 2c, 2d, 2g, 2h, 5c, 5g, 5h, 6g, 7b, 7c, 7d, 8b, 9.2i, 9.2k, and 9.2l**

Media Critique: (12 pts.) Students will select a movie or television show, past or present, that show an ethical issue involving a clinical mental healthcare provider. Within this paper, students will introduce the movie/tv show, 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). **1i, 5c, 9.2i and 9.2l**

Ethics Case Study: (16 pts.) Students will be expected to create a case study based on an issue addressed in course readings and discussions. The purpose of the *Case Study* assignment is to demonstrate a systematic approach to ethical decision-making that counselors can use when confronted with ethical or legal dilemmas. At the completion of this assignment, the student should be able to: (a) Define an ethical/legal dilemma, (b) apply the 6 ethical principles that should counselor as they face ethical/legal dilemmas, see list below; (c) describe an ethical decision-making model; (d) apply an ethical decision-making model. **A minimum of 10 references is required within the last 10 years.** All papers for this class are to completed in the APA 7 style, and points will be taken off for errors in formatting (See Appendix C). **1c, 1m, KPI 1i, 2a, 9.2k, and 9.2l**

Ethical Principles: The ethical principles of *autonomy*, *justice*, *beneficence*, *nonmaleficence*, and *fidelity*, should guide counselor 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.

Legal Brief and Analysis: (12 pts.) Students will be required to research a particular legal case that relates to the clinical mental health field. After studying the legal case, students will write an academic paper describing the case, citing its precedence, the basic components of the case, the legal briefings, and any implications for the counseling profession. The case can be recent or one with historical relevance. Students must use academic resources and list sources on their reference page, as well as have correlating in-text citations within their papers. This paper must be written in APA 7 format (See Appendix D). **1i, 5c, 9.2i and 9.2l**

Ethical and Legal Issues in Rural Areas: (20 pts.) Students will write a research paper on an ethical or legal issue in rural counseling. Read over the American Counseling Association’s (2014) *Codes of Ethics*, The American Mental Health Counselors Association’s (2020) *Code of Ethics*, or the Texas LPC Ethical Guidelines for resources. Students must cite their sources according to APA 7 standards. Your paper should clearly synthesize readings and discussions from class, as well as legal sources, journal articles, books, codes of ethics and ethical standards. Students will conclude their papers with a reflection as to how they will utilize the information gained throughout this assignment moving forward in their careers as clinical mental healthcare providers. This paper must be written in APA 7 format (See Appendix E). **1i, 5c, 9.2i and 9.2l**

Final Exam (25 pts.): There will be a final examination and it will cover each and every chapter in the textbook (See Appendix F). **1c, 1f, 1g, 1i, 1k, 1l, 1m, 2a, 2b, 2c, 2d, 2g, 2h, 5c, 5g, 5h, 6g, 7b, 7c, 7d, 8b, 9.2i, 9.2k, and 9.2l.**

1. Online Assignments and Comments	15
2. Media Critique	12
3. Ethics Case Study Tk20	16
4. Legal Brief and Analysis	12
5. Ethics and Legal Issues in Rural Areas	20
6. Final Exam	25

Total Points 100

Grade Classifications:

- A = 90-100
- B = 80-89
- C = 70-79

D = 60-69
F = 59 or Below

VIII. 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.

IX. 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: Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other

campus policies. **Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

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 the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order 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 through their private lives.

Midwestern State University Values:

1. Excellence in teaching, learning, scholarship, and artistic production
2. Intellectual curiosity and integrity
3. Critical thinking
4. Emotional and physical well-being
5. Mutual respect, civility, and cooperation
6. Social justice
7. Civic service
8. Stewardship of the environment, and of financial and human resources
9. A safe, attractive, and well-designed campus

Midwestern State University Counseling Program Objectives:

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
2. 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
3. Address student learning
4. 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.

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

Important Dates:

Last day for term schedule changes: January 13th, 2022 Check date on [Academic Calendar](#).
Deadline to file for graduation: February 14th, 2022 Check date on [Academic Calendar](#).
Last Day to drop with a grade of “W:” March 21st, 2022, only for full term courses 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 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 are able to help you get connected to our online services. For help, log into [D2L](#).

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) exists 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 on campus. 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 which prohibits 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.

X. 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. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. 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/>

XI. APPENDENCIES

Appendix A

Online Assignments and Comments (15 pts.)

CACREP Standards Addressed:

1c, 1f, 1g, 1i, 1k, 1l, 1m, 2a, 2b, 2c, 2d, 2g, 2h, 5c, 5g, 5h, 6g, 7b, 7c, 7d, 8b, 9.2i, 9.2k, and 9.2l.

Rubric of Online Assignments and Comments (Possible 15 Pts)

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

Total Points Earned _____ / 15 points

Appendix B

Media Critique (12 pts)

CACREP Standards Addressed:

1i, 5c, 9.2i and 9.2l

APA 7 Cover Page

Introduction to the Assignment

- In at least five sentences, introduce the assignment. In at least one of those five sentences, you need to say something like “Within this paper, I will introduce the movie and issue covered, address the ethical and legal issues, reflect on the implications of the issue, and write a personal reflection.”

Movie and Issue

- In at least five sentences, introduce the movie that you picked. Why did you pick this movie? Please briefly write about the issue that you will be addressing in later sections. When you refer to the movie, please use an appropriate in-text citation, and list the source for your movie on your reference page.

Ethical and Legal Issues

- In at least two academic paragraphs, five sentences each – ten sentences total, please address the ethical and legal issues within your movie. You may use the American Counseling Association’s (2014) *Codes of Ethics*, The American Mental Health Counselors Association’s (2020) *Code of Ethics*, or the Texas LPC Ethical Guidelines for resources. If you use these sources, please make sure to use appropriate in-text citations when mentioning them by name, and/or addressing the codes, and place the source(s) on your reference page.

Reflection of Implications

- In at least three academic paragraphs, five sentences each – fifteen sentences total, please reflect on the implications that your movie’s ethical or legal issue had. Please be sure to address how it impacts the clinical mental health field. You may choose to reflect on the movie characters, society, etc. You may choose to expand on the implications and address how this could impact others in the real world outside of the movie. If you use academic resources, please use appropriate in-text citations, and place the source(s) on your reference page.

Personal Reflection

- In at least five sentences, please give a personal reflection on the assignment. Please discuss how you will utilize the knowledge moving forward in the field of clinical mental health.

APA 7 Reference Page

Rubric of Media Critique (Possible 12 pts)

Criteria	Improvement Needed .5	Developing 1	Proficient 1.5	Accomplished 2	Score
Introduction to the Assignment	Student did not complete the introduction to the assignment section.	Student briefly completed the introduction to the assignment section, but had major errors.	Student completed the introduction to the assignment section, but did not do so within the academic paragraph standard.	Student completed the introduction to the assignment section, and did so within the academic paragraph standard.	
Introduce the Movie and Issue	Student did not identify the movie or issue.	Student briefly identified the movie or issue, but not both.	Student identified the movie and issue, but did not do it within the academic paragraph standards.	Student identified the movie and issue, did it within the academic paragraph standards, and cited their movie in APA 7 formatting.	
Ethical and Legal Issues	Student did not identify the codes of ethics that address the ethical or legal issue identified within previous section.	Student briefly identified the code of ethics that address the ethical or legal issue identified within previous section.	Student identified the code of ethics that address the ethical or legal issue identified within previous section and met academic paragraph standards.	Student identified the code of ethics that address the ethical or legal issue identified within previous section, met academic paragraph standards, and used academic resources to back up their ideas.	
Reflection of Implications	Student did not discuss the reflection of implications.	Student briefly discussed the reflection of implications.	Student discussed the reflection of implications, but did not meet the academic paragraph standards.	Student discussed the reflection of implications, and met the academic paragraph standards.	
Reflection	Student did not complete the reflection section.	Student briefly completed the reflection section, but had major errors.	Student completed the reflection section, but did not do so within the academic paragraph standard.	Student completed the reflection section, and did so within the academic paragraph standard.	
Academic Writing, APA 7 Formatting, and Appropriate Grammar	Student has major errors with academic writing, APA 7 formatting, or appropriate grammar.	Student has moderate errors with academic writing, APA 7 formatting, or appropriate grammar.	Student has minor errors with academic writing, APA 7 formatting, or appropriate grammar.	Student has little to no errors with academic writing, APA 7 formatting, or appropriate grammar.	
Total Points 12					

Appendix C

Ethics Case Study (16 pts.)

CACREP Standards Addressed:

1c, 1m, KPI 1i, 2a, 9.2k, and 9.2l

APA 7 Cover Page

Introduction to the Assignment

- In at least five sentences, please introduce the assignment. At least one sentence needs to say something like, “Within this paper, I will identify an ethical dilemma(s), explore ethical the ethical decision making model and ethical principles, discuss the codes of ethics, explore the role of the counselor, and write a reflection.”

Identification of Ethical Dilemma(s)

- In at least two academic paragraphs, five sentences each – ten sentences total, please tell the reader the case study that you chose for your ethical dilemma. Please make sure that you choose a case study with complex or multiple ethical dilemmas. Be sure to cite your case study with appropriate in-text citations, and place the source on your reference page.

Ethical Decision Making Model and Ethical Principles

- In at least three academic paragraphs, five sentences each – fifteen sentences total, please walk the reader through your ethical decision making process using the ethical decision making model. Please be sure to cite the ethical decision making model by using appropriate in-text citations, and place the source on your reference page. Please make sure to use novel ideas about creative approaches to following the ethical decision making model. Make sure that you address ethical principles including autonomy, justice, beneficence, nonmaleficence, and fidelity. Identify how these principles should guide counselor when confronted with ethical dilemmas.

Codes of Ethics

- In at least two academic paragraphs, five sentences each – ten sentences total, please address specific codes of ethics and how they address your ethical dilemma that you selected above. You may use the American Counseling Association’s (2014) *Codes of Ethics*, The American Mental Health Counselors Association’s (2020) *Code of Ethics*, or the Texas LPC Ethical Guidelines for resources. If you use these sources, please make sure to use appropriate in-text citations when mentioning them by name, and/or addressing the codes, and place the source(s) on your reference page.

Role of the Counselor

- In at least two academic paragraphs, five sentences each – ten sentences total, please address how you would show empathy, thoughtfulness, and professionalism as the counselor when approaching this ethical dilemma. If you use sources to back up your ideas, please make sure you use appropriate in-text citations, and place the source(s) on your reference page.

Reflection

- In at least five sentences, please reflect on the assignment. Discuss how you will utilize the information gained throughout this assignment moving forward in your career as a clinical mental healthcare provider.

APA 7 Reference Page

Ethics Case Study Grading Rubric (Possible 16 Pts)

Criteria	Improvement Needed 1	Developing 2	Proficient 3	Accomplished 4	Score
Student chose a relevant case study with one or more ethical dilemmas.	Student chose a case study with inappropriate or no ethical dilemmas.	Student chose a case study with few ethical dilemmas.	Student chose a relevant case study with one or more ethical dilemmas.	Student chose a relevant case study with complex or multiple ethical dilemmas.	
Student chose and followed an ethical decision making model.	Student did not use an ethical decision making model.	Student chose and followed an ethical decision making model but missed steps of the model.	Student chose and followed an ethical decision making model.	Student engaged in novel ideas about creative approaches to following the ethical decision making model.	
Student followed relevant laws and the American Counseling Association's (2014) <i>Code of Ethics</i> to solve the case study.	Student omitted relevant laws and/or the American Counseling Association's (2014) <i>Code of Ethics</i> when attempting to solve the case study.	Student followed the most relevant laws and some of the American Counseling Association's (2014) <i>Code of Ethics</i> to solve the case study.	Student followed relevant laws and the American Counseling Association's (2014) <i>Code of Ethics</i> to solve the case study.	Student provided an extensive review of all relevant laws and the American Counseling Association's (2014) <i>Code of Ethics</i> to solve the case study.	
Student showed empathy, thoughtfulness, and professionalism when approaching the ethical dilemma.	Unable to describe or analyze alternatives or consider the effect on parties involved	Describes and analyzes only one alternative, important elements are missing	Describes and analyzes two alternatives and important consequences elements	Describes and analyzes at least three alternatives and the important consequences elements	
Total Points 16					

Appendix D

Legal Brief and Analysis (12 pts.)

CACREP Standards Addressed:

1i, 5c, 9.2i and 9.2l

APA 7 Cover Page

Introduction to the Assignment

- In at least five sentences, please introduce the assignment. At least one sentence needs to say something like, “Within this paper, I will cover an identification of a legal brief, discuss the codes of ethics, analyze the issue, and write a reflection.”

Identification of the Legal Brief

- In at least two academic paragraphs, five sentence each – ten sentences total, please introduce your legal brief issue that you will be talking about within your paper. Be sure to use academic resources to back up your ideas, and help the reader understand why this is an issue.

Codes of Ethics

- In at least two academic paragraphs, five sentences each – ten sentences total, please address specific codes of ethics and how they address your legal brief that you selected above. You may use the American Counseling Association’s (2014) *Codes of Ethics*, The American Mental Health Counselors Association’s (2020) *Code of Ethics*, or the Texas LPC Ethical Guidelines for resources. If you use these sources, please make sure to use appropriate in-text citations when mentioning them by name, and/or addressing the codes, and place the source(s) on your reference page.

Analysis of Issue

- In at least two academic paragraphs, five sentences each – ten sentences total, please analyze the legal brief issue. Please discuss the impact this case had, implications for clinical mental healthcare providers, clients, and yourself.

Reflection

- In at least five sentences, please reflect on the assignment. Discuss how you will utilize the information gained throughout this assignment moving forward in your career as a clinical mental healthcare provider.

APA 7 Reference Page

Legal Brief and Analysis Grading Rubric (Possible 12 Pts)

Assignment Component	Improvement Needed .5	Developing 1	Proficient 1.5	Accomplished 2	Score
Introduction to the Assignment	Student did not complete the introduction to the assignment section.	Student briefly completed the introduction to the assignment section, but had major errors.	Student completed the introduction to the assignment section, but did not do so within the academic paragraph standard.	Student completed the introduction to the assignment section, and did so within the academic paragraph standard.	
Identification of the Legal Brief	Identifies some ethical codes; No examples; Unable to show relevance to the case	Identifies some ethical codes; examples do not apply or show relevance to the case	Identifies all relevant ethical codes; examples apply or show relevance to the case	Identifies all relevant ethical codes; Relevance examples to the case with examples from readings/discussions	
Codes of Ethics	Student did not identify the codes of ethics that address the legal brief identified within previous section.	Student briefly identified the code of ethics that address the legal brief identified within previous section.	Student identified the code of ethics that address the legal brief identified within previous section and met academic paragraph standards.	Student identified the code of ethics that address the legal brief identified within previous section, met academic paragraph standards, and used academic resources to back up their ideas.	
Analysis of Issue	Student did not provide an analysis of the issue.	Student briefly discussed the analysis of the issue.	Student discussed the analysis of the issue, but did not meet academic paragraph standards.	Student discussed the analysis of the issue and met academic paragraph standards.	
Reflection	Student did not complete the reflection section.	Student briefly completed the reflection section, but had major errors.	Student completed the reflection section, but did not do so within the academic paragraph standard.	Student completed the reflection section, and did so within the academic paragraph standard.	
Academic Writing, APA 7 Formatting, and Appropriate Grammar	Student has major errors with academic writing, APA 7 formatting, or appropriate grammar.	Student has moderate errors with academic writing, APA 7 formatting, or appropriate grammar.	Student has minor errors with academic writing, APA 7 formatting, or appropriate grammar.	Student has little to no errors with academic writing, APA 7 formatting, or appropriate grammar.	
Total Points 12					

Appendix E

Ethical and Legal Issues in Rural Areas (20 pts)

CACREP Standards Addressed:

1i, 5c, 9.2i and 9.2l

APA 7 Cover Page

Introduction to the Assignment

- In at least five sentences, please introduce the assignment. At least one sentence needs to say something like, “Within this paper, I will cover an ethical or legal issue regarding rural counseling, the impact the issue has on clients, the codes of ethics, and a reflection.”

Identifying the Issue

- In at least two academic paragraphs, five sentence each – ten sentences total, please introduce your ethical or legal issue in rural counseling that you will be talking about within your paper. Be sure to use academic resources to back up your ideas, and help the reader understand why this is an issue.

The Impact on Clients

- In at least three academic paragraphs, five sentences each – fifteen sentences total, please explain the impact that this ethical or legal issue in rural counseling has on clients. Be sure to use academic resources to back up your ideas, and help the reader understand why this is a big issue for clients.

Codes of Ethics

- In at least two academic paragraphs, five sentences each – ten sentences total, please address specific codes of ethics and how they address your ethical or legal issue in rural counseling that you selected above. You may use the American Counseling Association’s (2014) *Codes of Ethics*, The American Mental Health Counselors Association’s (2020) *Code of Ethics*, or the Texas LPC Ethical Guidelines for resources. If you use these sources, please make sure to use appropriate in-text citations when mentioning them by name, and/or addressing the codes, and place the source(s) on your reference page.

Reflection

- In at least five sentences, please reflect on the assignment. Discuss how you will utilize the information gained throughout this assignment moving forward in your career as a clinical mental healthcare provider.

APA 7 Reference Page

Ethics and Legal Issues in Rural Areas Grading Rubric (Possible 20 Pts.)

Assignment Component	Improvement Needed 1	Developing 2	Proficient 3	Accomplished 4	Score
Identifying the Issue	Student did not identify a ethical or legal issue in rural counseling.	Student briefly identified a ethical or legal issue in rural counseling.	Student identified a ethical or legal issue in rural counseling and met academic paragraph standards.	Student identified a ethical or legal issue in rural counseling, met academic paragraph standards, and used academic resources to back up their ideas.	
The Impact on Clients	Student did not identify the impact the ethical or legal issue in rural counseling has on clients.	Student briefly identified the impact the ethical or legal issue in rural counseling has on clients.	Student identified the impact the ethical or legal issue in rural counseling has on clients and met academic paragraph standards.	Student identified the impact the ethical or legal issue in rural counseling has on clients, met academic paragraph standards, and used academic resources to back up their ideas.	
Codes of Ethics	Student did not identify the codes of ethics that address the ethical or legal issue identified within previous sections.	Student briefly identified the code of ethics that address the ethical or legal issue identified within previous sections.	Student identified the code of ethics that address the ethical or legal issue identified within previous sections and met academic paragraph standards.	Student identified the code of ethics that address the ethical or legal issue identified within previous sections, met academic paragraph standards, and used academic resources to back up their ideas.	
Introduction to the Assignment and Reflection	Student did not complete the introduction to the assignment or the reflection sections.	Student completed either the introduction to the assignment, or the reflection section, but not both.	Student completed the introduction to the assignment and the reflection section, but did not do so within the academic paragraph standard.	Student completed the introduction to the assignment and the reflection section, and did so within the academic paragraph standard.	
Academic Writing, APA 7 Formatting, and Appropriate Grammar	Student has major errors with academic writing, APA 7 formatting, or appropriate grammar.	Student has moderate errors with academic writing, APA 7 formatting, or appropriate grammar.	Student has minor errors with academic writing, APA 7 formatting, or appropriate grammar.	Student has little to no errors with academic writing, APA 7 formatting, or appropriate grammar.	
Total Points 20					

Appendix F

Final Exam (25 points)

CACREP Standards Addressed:

Final Exam (25 pts.)

Students will take a 25 question final exam worth 25 points (25%) of their grade. These Questions will cover all chapters within the textbook.

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