



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

Instructor/Contact Information:

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Office Hours: By appointment – please email me!

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. If you need to contact me, please email me at tiffany.stewart@msutexas.edu. NOT in D2L.

I will check my email regularly during the week, and you can expect a response from me within 24 hours. 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 via Zoom or phone.

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 wait on the call for 15 minutes, and if no one shows up, I will end the call. If the 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 tiffany.stewart@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

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

Common Core:

Section 3.A.10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas

Section 3.A.11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice

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Section 3.A.12. the purpose of and roles within counseling supervision in the profession

Section 3.A.2. the multiple professional roles and functions of counselors across specialized practice areas

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Section 3.A.3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management

Section 3.A.6. professional counseling organizations, including membership benefits, activities, services to members, and current issues

Section 3.A.7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas

Section 3.A.8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas

Section 3.B.1. theories and models of multicultural counseling, social justice, and advocacy

Section 3.B.10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities

Section 3.B.11. the role of religion and spirituality in clients' and counselors' psychological functioning

Section 3.B.2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews

Section 3.B.7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities

Section 3.B.8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship

Section 3.B.9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Section 3.E.13. developmentally relevant and culturally sustaining counseling treatment or intervention plans

Section 3.E.4. consultation models and strategies

Section 3.E.9. interviewing, attending, and listening skills in the counseling process

Section 3.F.8. culturally sustaining and developmentally responsive strategies for designing and facilitating groups

Section 3.G.13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide

Section 3.G.15. procedures for identifying and reporting signs of abuse and neglect

Section 3.H.2. identification and evaluation of the evidence base for counseling theories, interventions, and practices

Section 5.C.3. legislation, government policy, and regulatory processes relevant to clinical mental health counseling

Section 5.C.4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

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Section 5.C.8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions

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.

Inclusivity:

I intend to present respectful material and activities. I also intend that this course well serves students from all perspectives and diverse backgrounds, that students' learning needs be addressed both in and out of class, and that students' contributions to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of inclusivity 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.
- 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 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](#)

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 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:

You will be required to post at least three academic paragraphs in each week's discussion board. You are also required to reply in one paragraph, to at least one other student's discussion board post. This is seen as your weekly attendance in class. Failing to post, reply, or both each week results in a loss of points and would be the same as if you did not attend class that week. An academic paragraph needs at least five sentences in it.

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 2 pts per day. 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 |
|--|---|--|
| <p>1. Week of Tuesday, January 21, 2025 – Sunday, January 26, 2025</p> <p>1/20/25-MLK Day</p> | <p>Syllabus Review</p> <p>Chapter One: Introduction to Professional Ethics</p> <p>Part One: Ethical Decision Making</p> | <p>Read Chapter One: Introduction to Professional Ethics and Part One: Ethical Decision Making</p> <p>Do Discussion Board, Post, and Comment</p> |
| <p>2. Week of Monday, January 27, 2025 – Sunday, February 2, 2025</p> <p>2/2/25- Groundhog Day</p> | <p>Chapter Two: The Counselor as a Person and as a Professional</p> | <p>Read Chapter Two: The Counselor as a Person and as a Professional</p> <p>Do Discussion Board, Post, and Comment</p> |
| <p>3. Week of Monday, February 3, 2025 – Sunday, February 9, 2025</p> | <p>Chapter Three: Values and the Helping Relationship</p> <p>Part Two: Values and the Helping Relationship</p> | <p>Read Chapter Three: Values and the Helping Relationship and Part Two: Values and the Helping Relationship</p> <p>Do Discussion Board, Post, and Comment</p> |

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| Class Dates | Class Topics | Assignments/Reading |
|--|---|---|
| <p>4. Week of Monday, February 10, 2025 – Sunday, February 16, 2025</p> <p>KPI: 3B10, 3C11, 3E11, 3E15</p> <p>2/14/25 Valentine’s Day</p> | <p>Media Critique Appendix B to D2L</p> <p>Chapter Four: Multicultural Perspectives and Diversity Issues</p> | <p>Turn in Media Critique Appendix B to D2L</p> <p>Read Chapter Four: Multicultural Perspectives and Diversity Issues</p> |
| <p>5. Week of Monday, February 17, 2025 – Sunday, February 23, 2025</p> <p>2/17/25 President’s Day</p> | <p>Read Chapter 5: Client Rights and counselor Responsibilities</p> | <p>Read Chapter 5: Client Rights and counselor Responsibilities</p> <p>Do Discussion Board, Post, and Comment</p> |
| <p>6. Week of Monday, February 24, 2025 – Sunday, March 2, 2025</p> | <p>Read Chapter Six: Confidentiality: Ethical and Legal Issues</p> | <p>Chapter Six: Confidentiality: Ethical and Legal Issues</p> <p>Do Discussion Board, Post, and Comment</p> |
| <p>7. Week of Monday, March 3, 2025 – Sunday, March 9, 2025</p> <p>3B10, 3B2, 3B3, 3B9, 3C10, 3C12, 3E21, 3G10</p> <p>3/9/25-Daylight Savings</p> | <p>Legal Brief and Analysis Appendix D to D2L</p> | <p>Turn in Legal Brief and Analysis Appendix D to D2L</p> |

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| Class Dates | Class Topics | Assignments/Reading |
|--|--|--|
| <p>8. Week of Monday, March 10, 2025 – Sunday, March 16, 2025</p> <p style="text-align: center;">Spring Break!</p> | <p>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> | <p>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> |
| <p>9. Week of Monday, March 17, 2025 – Sunday, March 23, 2025</p> <p>3/17/25-St. Patrick's Day</p> <p>Complete Exam on D2L!</p> | <p>Complete Exam on D2L!</p> <p>Chapter Seven: Managing Boundaries and Multiple Relations</p> <p>Part Three: Boundary Issues and Multiple Relationships</p> | <p>Complete Exam on D2L!</p> <p>Chapter Seven: Managing Boundaries and Multiple Relations</p> <p>Part Three: Boundary Issues and Multiple Relationships</p> |
| <p>10. Week of Monday, March 24, 2025 – Sunday, March 30, 2025</p> | <p>Read: Chapter Eight: Professional Competence and Training</p> | <p>Read Chapter Eight: Professional Competence and Training</p> <p>Do Discussion Board, Post, and Comment</p> |
| <p>11. Week of Monday, March 31, 2025 – Sunday, April 6, 2025</p> <p>4/1/25- April Fool's Day</p> | <p>Ethics Case Study Appendix C to D2L and Tk20</p> | <p>Turn in Ethics Case Study Appendix C to D2L and Tk20</p> |
| <p>12. Week of Monday, April 7, 2025 – Sunday, April 13, 2025</p> | <p>Chapter Nine: Ethical Issues in Supervision</p> | <p>Chapter Nine: Ethical Issues in Supervision</p> <p>Do Discussion Board, Post, and Comment</p> |

| Class Dates | Class Topics | Assignments/Reading |
|--|--|--|
| <p>13. Week of Monday, April 14, 2025 – Sunday, April 20, 2025</p> <p>The discussion board this week is due Monday, April 21st, to account for the Holiday.</p> <p>4/17-4/20-EASTER BREAK</p> | <p>Chapter 10: Issues in Theory and Practice</p> <p>Chapter 11: Ethical Issues in Couples and Family Therapy</p> | <p>Do Discussion Board, Post, and Comment</p> <p>Read Chapter 10: Issues in Theory and Practice and Chapter 11: Ethical Issues in Couples and Family Therapy</p> |
| <p>14. Week of Monday, April 21, 2025 – Sunday, April 27, 2025</p> <p>KPI: 3C11, 3E11, 3E15</p> <p>D2L and Tk20 Turn ins!</p> | <p>Ethics and Legal Issues in Rural Areas Appendix E to D2L</p> | <p>Turn in Ethics and Legal Issues in Rural Areas Appendix E to D2L</p> |
| <p>15. Week of Monday, April 28, 2025 – Sunday, May 4, 2025</p> | <p>Chapter 12: Ethical Issues in Group Work</p> <p>Chapter 13: Community and Social Justice Perspectives</p> | <p>Do Discussion Board, Post, and Comment</p> <p>Read Chapter 12: Ethical Issues in Group Work and Chapter 13: Community and Social Justice Perspectives</p> |
| <p>16/17 Week of Monday, May 5, 2025 – Friday May 9, 2025</p> <p>3A3, 3A6, 3A7, 3A10, 3A11, 3A12, 3A2, ,3B1,3B10, 3B2, 3B11, 3B9, 3E4, 3E9, 3E13, 3F8, 5C4, 3G13, 3G14, 3H2</p> | <p>Final Exam Appendix F on D2L</p> | <p>Review Readings</p> <p>Do Discussion Board, Post, and Comment</p> <p>Complete Final Exam on D2L</p> |

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 (16 pts.) In this course, there will be 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: (28 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/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**). **3A10, 3A11, 3E4, 5C3**

Ethics Case Study: (28 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. After this assignment, the student should be able to (a) Define an ethical/legal dilemma, (b) apply the six ethical principles that counselors 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 7 references is required within the last 10 years.** All papers for this class are to be completed in the APA 7 style, and points will be taken off for errors in formatting (**See Appendix C**). **3A3, 3A12, 3A10, 3A2, 3E6**

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

Legal Brief and Analysis: (28 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 historical relevant. Students must use academic resources, list sources on their reference page, and have correlating in-text citations within their papers. This paper must be written in APA 7 format (**See Appendix D**). **3A11, 3E4, 3A10, 5C3**

Ethical and Legal Issues in Rural Areas: (24 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**).

3A11, 3A10, 3E4, 5C3

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**

| | | |
|---|-------------------|----|
| 1. Discussion Post | D2L | 16 |
| 2. Media Critique | D2L | 28 |
| 3. Ethics Case Study | D2L and Tk20 Link | 28 |
| 4. Legal Brief and Analysis | D2L | 28 |
| 5. Ethics & Legal Issues in Rural Areas | D2L | 24 |
| 6. Final Exam | D2L | 25 |

Total Points **149**

Grade Classifications (percentage)

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).

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.

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:

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.

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](#).

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).

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 16 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 8 | | |
| _____ | Week 11 (1pt) | |
| _____ | Week 12 (1pt) | |
| _____ | Week 13 (1pt) | |
| _____ | Week 14 (1pt) | |
| _____ | Week 15 (1pt) | |
| _____ | Week 16 (1pt) | |

Total Points Earned ____ / 16 points

Appendix B

Media Critique (28 pts)

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

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.

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| Criteria | Beginning (0) | Basic (1) | Proficient (2) | Advanced (3) | Exceptional (4) |
|---|--|---|--|---|---|
| 1. Introduction of Movie/TV Show (3A10) <i>Demonstrates understanding of ethical standards through context setting.</i> | Missing or irrelevant introduction of the movie/TV show. | Attempts to introduce the movie/TV show, but lacks clarity or key details, or relevant context. | Introduces the movie/TV show adequately with basic context. | Provides a clear and relevant introduction to the movie/TV show with sufficient detail and context. | Offers a thorough and engaging introduction to the movie/TV show, providing strong context and relevance to professional counseling. |
| 2. Identification of the Ethical Issue (3E4) <i>Analyzes ethical considerations in counseling practice.</i> | Fails to identify the ethical issue or provides an unclear explanation. | Attempts to identify the ethical issue but lacks clarity or specificity. | Identifies the ethical issue clearly with basic explanation. | Clearly identifies and explains the ethical issue with supporting details and connections to professional counseling. | Provides a detailed explanation of the ethical issue with strong alignment to ethical considerations, connections to counseling practice, and thoughtful perspective. |
| 3. Application of Code of Ethics (3E4) <i>Uses ethical standards to justify why the issue is an ethical concern.</i> | No reference to the Code of Ethics; analysis is missing or incorrect. | Attempts to reference the Code of Ethics but does not explain its relevance clearly. | Applies the Code of Ethics adequately to demonstrate why it is an ethical issue. | Effectively applies the Code of Ethics with clear and relevant justification. | Demonstrates exceptional application of the Code of Ethics, offering detailed and insightful justification with direct links to counseling practice. |
| 4. Highlighting Legal Ramifications (3E4) <i>Identifies legal considerations related to ethical issues.</i> | Fails to address legal considerations or provides incorrect information. | Attempts to discuss legal ramifications but lacks depth or clarity. | Identifies legal considerations with general explanations. | Clearly highlights legal ramifications with accurate examples and context. | Provides a comprehensive and insightful analysis of legal ramifications, offering relevant examples and strong alignment to counseling practice. |
| 5. Reflection on Implications for the Clinical Mental Health Field | Does not address implications for the clinical | Provides minimal reflection with little relevance | Reflects adequately on the implications for the clinical mental | Thoughtfully reflects on the implications, demonstrating insight into ethical | Provides deep, thoughtful reflection with insightful analysis of implications for the clinical mental health |

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|--|---|--|--|--|---|
| <p>(3A10) <i>Considers ethical standards and their role in clinical counseling.</i></p> | <p>mental health field.</p> | <p>to the clinical field.</p> | <p>health field.</p> | <p>practice and service delivery.</p> | <p>field and connection to future development for the clinical mental health field.</p> |
| <p>6. Personal Reflection and Future Application (CACREP 3A11) <i>Demonstrates self-awareness and outlines strategies for ethical and effective practice.</i></p> | <p>Lacks personal reflection or fails to discuss future use of this knowledge.</p> | <p>Attempts personal reflection but lacks clarity or relevance to future practice.</p> | <p>Includes basic personal reflection and general ideas for applying this knowledge.</p> | <p>Offers thoughtful personal reflection with clear strategies for applying this knowledge in future practice.</p> | <p>Provides exceptional, reflective insight and specific, actionable strategies for integrating this knowledge into ethical and effective counseling practice and professional development.</p> |
| <p>7. APA Format and Professional Presentation <i>Demonstrates professional writing and adherence to APA 7 standards.</i></p> | <p>Lacks APA formatting with numerous errors in citations, grammar, or structure.</p> | <p>Attempts APA formatting but contains significant errors.</p> | <p>Uses APA format with some minor errors; writing is clear but inconsistent.</p> | <p>Effectively uses APA formatting with minimal errors; writing is professional and organized.</p> | <p>Demonstrates flawless APA formatting and professional writing, with citations and references free of errors.</p> |

Appendix C

Ethics Case Study (28 pts.)

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

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 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 counselors 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 the 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.

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Ethics Case Study Grading Rubric (Possible 28 Pts)

| Criteria | Beginning (0) | Basic (1) | Proficient (2) | Advanced (3) | Exceptional (4) |
|--|--|--|--|--|--|
| 1. Identification of Ethical Dilemma (3A3) <i>Understanding and addressing ethical dilemmas.</i> | Ethical dilemma is not identified or is unclear and incomplete. | Ethical dilemma is identified but lacks clarity or relevance to the situation. | Ethical dilemma is clearly identified, but supporting context is minimal. | Ethical dilemma is clearly identified with supporting details and basic understanding of its complexity. | Ethical dilemma is thoroughly identified, with nuanced insight and relevant real-world implications. |
| 2. Application of Ethical Decision-Making Model (3A12, 3A10) <i>Application of ethical decision-making models. Integration of professional and ethical codes of conduct.</i> | No ethical decision-making model is applied, or the response lacks structure. | Model is applied but inaccurately or with gaps in logical steps. | Model is applied with general accuracy, covering most steps but lacking depth. | Model is applied effectively with logical steps and critical thought. | Ethical decision-making model is applied exceptionally, demonstrating critical analysis and logical flow. |
| 3. Integration of Ethical Codes & Principles (3A2, 3E6) <i>Ethical principles guiding counselor behaviors. Reflection on ethical challenges and responsibilities.</i> | Ethical codes and principles are not referenced, or there is significant misapplication. | Ethical codes are identified but not effectively applied to the case. | Relevant ethical codes are integrated, though their application lacks depth. | Ethical codes and principles are accurately integrated with clear rationale for application. | Ethical codes and principles are seamlessly integrated with insightful reasoning and advanced understanding. |
| 4. Understanding of Counselor's Role | Limited or no understanding of the counselor's | Basic understanding of counselor's role, | Counselor's role is accurately described, with relevant points, | Clear understanding of the counselor's role with thoughtful | Exceptional understanding of the counselor's role, |

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| | role; response is vague or incorrect. | but response lacks specificity. | but lacks detail. | examples of ethical application. | demonstrating advanced insight and reflective awareness. |
|---|--|---|---|---|--|
| 5. Depth of Ethical Analysis and Reflection (3A10, 3E6) <i>Integration of professional and ethical codes of conduct.</i> <i>Reflection on ethical challenges and responsibilities.</i> | Ethical analysis lacks depth, reflection, and awareness of implications. | Limited reflection on ethical implications, showing minimal critical thought. | Analysis shows reasonable reflection, but implications are not thoroughly explored. | Ethical analysis is reflective and critical, exploring implications thoughtfully. | Ethical analysis is sophisticated, deeply reflective, and considers diverse implications and ethical impact. |
| 7. APA Format and Professional Presentation <i>Demonstrates professional writing and adherence to APA 7 standards.</i> | Lacks APA formatting with numerous errors in citations, grammar, or structure. | Attempts APA formatting but contains significant errors. | Uses APA format with some minor errors; writing is clear but inconsistent. | Effectively uses APA formatting with minimal errors; writing is professional and organized. | Demonstrates flawless APA formatting and professional writing, with citations and references free of errors. |

Appendix D

Legal Brief and Analysis (28 pts.) CACREP Standards Addressed: 3A10,

3E4

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 sentences each – ten sentences total, please introduce the 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 the 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, and 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.

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Legal Brief and Analysis Grading Rubric (Possible 28 Pts)

| Criteria | Beginning (0) | Basic (1) | Proficient (2) | Advanced (3) | Exceptional (4) |
|---|---|---|---|--|---|
| 1. Identification of Legal Brief and Ethical issues (3A10) | Legal brief and ethical issue is not identified or unclear. | Brief is identified but lacks clarity, completeness, or ethical relevance to the clinical mental health field | Legal and ethical issue connected to the clinical mental health field is clearly identified but lacks supporting detail or context. | Legal and ethical issue are accurately identified with appropriate details and relevant context. | Legal and ethical issue is expertly identified with a detailed and nuanced understanding of its relevance to the clinical mental health profession. |
| 2. Application of Codes of Ethics (3E4) | Ethical codes are not referenced, or there are significant inaccuracies in application. | Ethical codes are mentioned but inaccurately or superficially applied. | Ethical codes are correctly applied with minimal depth. | Ethical codes are thoughtfully applied with supporting rationale and examples. | Ethical codes are seamlessly integrated with sophisticated reasoning and advanced understanding. |
| 3. Analysis of the Legal/Ethical Issue (3E4) | No analysis is provided, or analysis lacks clarity and relevance. | Basic analysis is provided but lacks critical depth or connection to ethical/legal frameworks. | Analysis is clear and relevant, with some critical insight but lacking comprehensive exploration. | Analysis is strong, with critical insight and a clear connection to legal/ethical frameworks. | Analysis is exceptional, demonstrating deep critical thinking, multiple perspectives, and broad implications. |
| 4. Reflection on Career Application | Reflection is missing, unclear, or not connected to | Reflection provides basic understanding but lacks connection to career application or critical thought. | Reflection demonstrates clear understanding of how the | Reflection is insightful, showing thoughtful consideration of practical career | Reflection is exceptional, deeply thoughtful, and connects learning to future |

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| | clinical mental healthcare practice health professional identity. | | information applies to clinical mental health practice. | application and connection to personal career identity. | professional growth. |
| 5. Organization and Clarity of Presentation (3A10, 3E4) | Work is disorganized, unclear, or incomplete; lacks professionalism. | Work is somewhat organized but includes inconsistencies in clarity and presentation. | Work is clear and organized, with minor issues in structure or flow. | Work is highly organized, clear, and professionally presented. | Work is exceptional in clarity, organization, and professionalism, enhancing the overall presentation. |
| 7. APA Format and Professional Presentation | Lacks APA formatting with numerous errors in citations, grammar, or structure. | Attempts APA formatting but contains significant errors. | Uses APA format with some minor errors; writing is clear but inconsistent. | Effectively uses APA formatting with minimal errors; writing is professional and organized. | Demonstrates flawless APA formatting and professional writing, with citations and references free of errors. |

Appendix E
Ethical and Legal Issues in Rural Areas (24 pts)
CACREP Standards Addressed: 3A10, 3E4

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 sentences each – ten sentences total, please introduce the 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

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Ethics and Legal Issues in Rural Areas Grading Rubric (Possible 24 Pts.)

| Criteria | Beginning (0) | Basic (1) | Proficient (2) | Advanced (3) | Exceptional (4) |
|--|--|---|--|--|---|
| <p>1. Identification of Issues (3A10) <i>Knowledge and application of professional ethical principles and legal standards.</i></p> | <p>Fails to identify key ethical, legal, or professional issues; response is vague or irrelevant.</p> | <p>Identifies issues superficially but lacks clarity or depth; connections to counseling practice are weak.</p> | <p>Accurately identifies the primary issues but with minimal depth or complexity in description.</p> | <p>Clearly identifies key issues, demonstrating understanding of complexity and relevance to mental health.</p> | <p>Exceptionally identifies all relevant issues with insightful explanations, showing deep understanding.</p> |
| <p>2. Impact on Clients (3A11, 3E4) <i>Understanding the impact of ethical and legal decisions on diverse client populations. Development of ethical decision-making and critical analysis of professional issues</i></p> | <p>Fails to address or inaccurately discusses the impact of issues on clients; lacks understanding or insight.</p> | <p>Provides a basic discussion of client impact but lacks depth, examples, or specificity.</p> | <p>Clearly identifies the impact on clients, with relevant points but minimal exploration of consequences.</p> | <p>Thoughtfully analyzes the impact on clients, with detailed examples and critical reflection.</p> | <p>Demonstrates exceptional insight into client impact, considering multiple perspectives and long-term implications.</p> |
| <p>3. Application of Codes of Ethics (3A10, 3A11) <i>Knowledge and application of professional ethical principles and legal standards. Understanding the impact of ethical and legal decisions on</i></p> | <p>Ethical codes (e.g., ACA Code of Ethics) are not referenced or inaccurately applied to the identified issues.</p> | <p>Mentions relevant ethical codes but applies them superficially or inconsistently.</p> | <p>Identifies and applies appropriate ethical codes with general accuracy but lacks deeper analysis.</p> | <p>Accurately applies ethical codes, providing clear rationale and examples for how they address the issues.</p> | <p>Seamlessly integrates ethical codes with advanced reasoning, demonstrating critical thought and precision.</p> |

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| <i>diverse client populations.</i> | | | | | |
| 4. Analysis of Issues (3A11, 3E4) <i>Understanding the impact of ethical and legal decisions on diverse client populations. Development of ethical decision-making and critical analysis of professional issues</i> | Analysis is missing, unclear, or lacks connection to ethical and professional frameworks. | Provides a basic analysis but lacks critical depth, organization, or connections to ethical frameworks. | Provides a clear and accurate analysis of the issues with some connections to ethical and professional concepts. | Thoughtfully analyzes the issues with logical reasoning, ethical considerations, and relevance to practice. | Demonstrates exceptional critical analysis, with in-depth exploration, ethical reasoning, and practical relevance. |
| 5. Reflection on Career Application (AP7) | No reflection provided, or reflection is irrelevant to clinical mental healthcare practice. | Provides basic reflection but lacks meaningful connection to future career as a clinical mental health provider. | Reflects on career relevance, showing awareness but lacking deeper insight or examples. | Thoughtfully reflects on how the learning will inform professional growth and practice in clinical counseling. | Provides deep and insightful reflection, demonstrating how the information will shape professional identity and enhance counseling practice. |
| 6. Organization and APA 7 Compliance (3A10, AP7) <i>Knowledge and application of professional ethical principles and legal standards.</i> | Work is poorly organized, unclear, and lacks adherence to APA 7 formatting guidelines. | Work is somewhat organized but contains significant APA 7 errors in citations, headings, or structure. | Work is organized, with minor errors in APA 7 formatting (cover page, citations, headings, references). | Work is well-organized, professional, and adheres closely to APA 7 formatting, with minimal errors. | Work is exceptionally organized and professional, demonstrating mastery of APA 7 guidelines and polished presentation. |

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.