

**Program in School Counseling  
15:297:604 - Professional Ethics  
Fall 2015**

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<b>Office Hours- by appointment</b>	<b>Prerequisites or other limitations:</b> 15:297:501, 505, 507, 508, 510, 613
<b>Mode of Instruction:</b> <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	<b>Permission required:</b> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <b>Directions about where to get permission numbers:</b>

**Course Description:**

Experiential and problem-based learning applications are used to examine counselor ethical standards and professional issues. Standards for counseling, school counseling programs, and legal and ethical responsibilities in school counseling roles and functions are established through CACREP learning objectives.

**Course Objectives:**

- Review the counseling profession and the role of professional school counselors as leaders in an increasingly diverse society. (CACREP II.K.1.a.b; 2.d; 5.a.c.g.h)
- Develop an awareness of professional, ethical, moral, and legal issues in professional counseling practice. (CACREP II.K.1.b.h; 5.g)
- Explore personal beliefs and values as well as culturally diverse perspectives influencing the application of ethical codes and principles. (CACREP II.K.2.a.b.c.d.f; 5.a.c.f)
- Discuss professional counseling credentialing and memberships in associations (CACREP II.K.1.d.e)
- Examine laws, ACA Code of Ethics and ASCA Ethical Standards. (CACREP II.K.1.b.d.h; 5.a.c)
- Develop ethical decision-making models to assist in ethical practice and research. (CACREP II.K.5.a.c.g)

- Understand ethical principles related to assessment and research. (CACREP II.K.7.f.i. 8a.e.f)

**Text:**

Remley, T. P., Jr. & Herlihy, B. (2014). *Ethical, legal, and professional issues in counseling* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill.

**Course Requirements:**

- **Ethical Issues Cases (40 points).** A variety of ethical cases, many of which present ethical dilemmas will be presented in class and on-line for discussion. Counseling theory, your current experiences and critical thinking will assist you in developing knowledge and skills that increase your development as professional counselors and strengthen your professional identity. In responding to the cases/situations, consider the reasons for your position, and whether your viewpoint is guided and supported by ACA ethical codes and ASCA ethical standards. Be prepared to reference cases with supporting research as appropriate. Note any personal struggles you anticipate as a result of your own values, beliefs, and experiences.
- **Ethical Issues Final Group Project (40 points).** You will work in a group on a selected case(s). Each group will present their case and document relevant ethical codes and standards. State any dilemma(s), relevant questions as well as ethical and legal implications for counselors. Using an ethical decision-making model, offer suggested resolutions based on your critical examination of the situation and your professional judgment. Again, note any personal struggles you anticipate due to your own beliefs and experiences as well as issues that raised differences of opinion within the group. You will be graded on your ability to present professionally examined questions and to utilize critical thinking and professional judgment.

*Note: high quality presentations will show depth of thinking, critical evaluation, the ability to apply theory and decision-making strategies to practical situations and evidence that you have read all class materials. Critical thinking and professional judgment are key in all responses.*

- **Class Participation/Discussion (20 points).** The class includes active participation including small group and large group threaded discussions and reflection based on weekly readings. Your presence in the threaded discussions and in-class is necessary.

**Relevant Web Sites:**

American Counseling Association <http://www.counseling.org>

American School Counselor Association: <http://www.schoolcounselor.org>

Association for Counselor Education and Supervision: <http://www.acesonline.net>

**Course Structure**

Designed to provide a blended experience, this course includes both face-to-face and online interactions. This is not a self-pacing course. It is extremely important that you complete the assignments by the due date. Assignments not completed by the due date will not receive credit.

**Online sessions** will be a variety of activities using the eCollege on-line learning platform (threaded discussions, email, and web posting).

**eCollege Access** - This course will be delivered partially online through the eCollege course management system. Accessing this course on eCollege requires the Internet and a supported Web browser (Firefox, Internet Explorer, Safari).

**Email** - It is extremely important that you check your **Rutgers** email regularly for course announcements and updates. The eCollege learning is connected with your University webmail account. If you are not receiving course email- it is your responsibility to update your email address with the University.

**Face-to-face sessions** will be held in the GSE Room 25A on the following dates: **9/2, 9/16, 10/14, 11/4, 11/18, 12/9**. Please check email for any changes to the face-to-face scheduled meeting dates.

### **Technical Assistance**

People in this course will be using different types of computers and software, and you may experience technical problems from time to time. If you are having technology problems, such as linking to email, accessing RutgersOnline.net, problems with buttons on RutgersOnline.net, problems downloading and viewing documents, password problems, or other tech problems, you must first contact the HELP Desk at 1-877-778-8437. The Help Desk staff is trained to address many different types of technology problems. If it turns out that there is a problem that I must correct, The Help Desk staff will contact me.

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check eCollege for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements and email.

*Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:*

<https://ods.rutgers.edu/students/registration-form>

## Weekly Class Schedule

9/2	Course Introduction	
	Section 1: Professional Orientation	<i>in-class</i>
	Ethical, Professional, and Legal Issues / Chapter 1	
9/9	Identity as a Professional Counselor	<i>eCollege</i>
	Counselor Professional Identity	
	Professional Associations / Chapter 2 -	
9/16	Review of Codes of Ethics/ Standards of Practice (ACA/ASCA)	<i>in-class</i>
	Practice Behavior- Ethical Decision-Making / Appendix A	
9/23	Ethics in a Cultural Context	<i>eCollege</i>
	Multicultural Competence and Social Justice/ Chapter 3	
9/30	Section 2: Standards of Practice:	
	Ethical and Professional Decision-making: Competence and Malpractice	<i>eCollege</i>
	Resolving Legal and Ethical Issues / Chapters 7 & 16	
10/7	Client Rights and Counselor Responsibilities	<i>eCollege</i>
	Informed Consent, Record Keeping / Chapter 4 - Appendix B, E, F	
10/14	Confidentiality and Privileged Communication / Chapter 5 - Appendix C	<i>in-class</i>
10/21	Records, Subpoenas, and Technology / Chapter 6 - Appendix D	<i>eCollege</i>
10/28	Boundaries and Dual/Multiple Relationships / Chapter 8	<i>eCollege</i>
11/4	Issues in School Counseling Practice / Chapters 9 & 10	<i>in-class</i>
11/11	Evaluation / Chapter 11	<i>eCollege</i>
11/18	Issues and Professional Relationships / Chapters 12 & 13	<i>in-class</i>
11/25	Thanksgiving Holiday Break	
12/2	Professional Competence and Responsibility / Chapters 14 & 15	<i>eCollege</i>
12/9	Group Cases Presented	<i>in-class</i>
12/16	Group Papers Due by email or hard copy	