

Northern Kentucky University
College of Health and Human Services
COU 601-001: Legal and Ethical Issues in Counseling (3 Credit Hours)
Wednesdays 4:30-6:00
Fall 2021
MEP 292

Kentucky Core Academic Standards (KCAS)

Preparation of Kentucky's students for the demands of the 21st century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Core Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Core Academic Standards](#).

Instructor: Dr. Hallie Sylvestro, Ph.D., M.Ed., LPCA

Office Location: MEP 203H

Email: sylvestrohl@nku.edu

Office Phone: 859-572-6039

Office Hours: By Appointment.

Required Materials:

Neukrug, E. (2017). *A brief orientation to counseling: Professional identity, history, and standards*. Cengage. ISBN: 9781305669055

Corey, G., Corey, M.S., & Corey, P. (2019). *Issues and ethics in the helping professions*. Mason, OH: Cengage. ISBN: 9781337406291

Additional readings will be assigned at the discretion of the instructor.

Course Description and Content Area:

This course provides an introduction to the counseling profession, offering an overview of the history, current trends, and standards of the field, and examining the role and responsibilities of professional counselors. Special emphasis will be placed on the skills and competencies critical to dealing effectively with the complex ethical, legal, and social issues of counseling in a multicultural society and on decision-making models used in response to the major ethical topics and emerging ethical and legal issues. The core counseling skills necessary to establish a "platform" for a professional counselor-client working relationship will also be introduced.

Methods of Instruction: As an online hybrid course, the modes of instruction will involve both synchronous online and asynchronous online components, including but not limited to discussion, experiential activities, assigned readings, lecture, and writing assignments.

Course Assignments and Grading:

1. **Class Attendance:** Students are expected to attend all classes on time, complete reading assignments and online components, and participate in class discussions and activities. Active participation is essential. Students who participate actively demonstrate openness to growth and willingness to share thoughts and feelings, both in experiential activities and in reflections. This course and all its activities are a collaborative effort and its results depend heavily on student commitment, openness, and interest. **Students who miss more than one class period will lose 5 percentage points of their final grade. More than two absences will prevent completion of course requirements.** *Students should contact the instructor if they will be absent from a class.*

2. **Quizzes:** There will be thirteen open book, timed quizzes throughout the semester, and each quiz will correspond with an online module. Each quiz will be worth twenty points. See course schedule for dates and content. All quizzes are due by the start of class.
3. **Informed Consent Project Recording:** In a counseling setting, it is considered best practices to disclose to clients the nature of the counseling relationship they are entering into. Therefore, students will submit a practice informed consent conversation video. This video should include relevant information for informed consent according to your role (e.g. mental health or school counselor), and should demonstrate clear communication, a therapeutic dispositional style, and a developmentally appropriate explanation on the scope and limits of confidentiality. Examples of informed consent discussions and documents will be explored in class.
4. **Group Ethical Case Study Presentation:** Students will work in groups to prepare an ethical case study presentation to the class and will go through the ethical decision-making model (presented in the textbook) in order to determine a course of action in an assigned ethical case. The instructor will assign groups and ethical case scenarios mid-semester.
5. **Brief Professional Association/Organizational Report:** Students will prepare a 5-minute presentation discussing a professional counseling association or organization of their choice. Further details will be given later in the semester. Students will prepare *one or two* powerpoint slides for this assignment.
6. **Final Exam:** A final comprehensive exam will be given at the conclusion of the semester.

Evaluation Criteria

Assessment Breakdown:

Quizzes (20pt x 13):	260 points
Informed Consent:	50 points
Group Presentation:	100 points
Brief Organizational Report:	40 points
Final Exam:	150 points
Total:	600 points

The above grading breakdown is subject to change upon notice to the students.

University Grading Scale

Letter Grade	% Equal to or Greater than	Grade Point
A	93-100	4.00
A-	90-92.99	3.67
B+	87-89.99	3.33
B	83-86.99	3.00
B-	80-82.99	2.67
C+	77-79.99	2.33
C	73-76.99	2.00
C-	70-72.99	1.67

Tentative Course Schedule

Date	Course Topics	Readings Due	Assignments Due	Online Component
8/25	Course Overview			
9/1	Professional Identity of the Counselor	Neukrug, Ch. 1& 3	Quiz 1	Online Module 1
9/8	History of Counseling and Related Fields	Neukrug, Ch. 4 & 5	Quiz 2	Online Module 2
9/15	Introduction to Ethics	Corey et al., Ch. 1; ACA & ASCA Code of Ethics	Quiz 3	Online Module 3
9/22	The Counselor as a Person/Professional	Corey et al., Ch. 2;	Quiz 4	Online Module 4
9/29	Client Rights & Counselor Responsibilities	Corey et al., Ch 5	Quiz 5	Online Module 5
10/6	Confidentiality and Privileged Communication	Corey et al., Ch. 6 ACA Policies & Procedures for Processing Complaints	Quiz 6	Online Module 6
10/13	Values & the Helping Relationship	Corey et al., Ch 3	Quiz 7	Online Module 7
10/20	Multicultural Perspectives and Diversity Issues	Corey et al., Ch. 4 Supplemental readings	Quiz 8 Informed Consent Recording DUE	Online Module 8
10/27	Managing Boundaries and Multiple Relationships	Corey et al., Ch 7	Quiz 9	Online Module 9
11/3	Ethical Issues in Supervision	Corey et al., Ch 9	Quiz 10	Online Module 10
11/10	Ethics in Group, Couples, & Family Counseling	Corey et al., 11 & 12	Quiz 11	Online Module 11
11/17	Professional Associations in Counseling	Neukrug 2	Quiz 12 BRIEF REPORTS IN CLASS	Online Module 12
11/24	THANKSGIVING BREAK			

12/1	Accreditation and Credentialing in Counseling and Related Fields	Neukrug 7 & 8	Quiz 13	Online Module 13
12/8	Class Ethics Presentations		ETHICS PRESENTATIONS	Prepare with your group! Study for Final!
12/15	Finals Week		FINAL EXAM	Study for Final!

*This syllabus is subject to change to meet the needs/demands of the class as deemed necessary by the instructor.

Final Examination Information: See course schedule for information on Final Exam schedule.

Course Policies and Procedures

NOTE: Assignments turned in late may not be accepted for credit. Assignments are due by the date indicated on the syllabus. If the instructor chooses to accept a late assignment, the assignment will receive a decrease of 25 percentage points per day late. Please communicate with the instructor if you believe an assignment will be late. Any academic dishonesty such as cheating or plagiarism will result in either a failing grade in the course, a failing grade on the assignment, or other stipulations which are up to the instructor based on the nature of the case. Review http://www.plagiarism.org/learning_center/what_is_citation.html for a brief overview of plagiarism and the benefit of accurate citations within your work.

Professional Behavior and Classroom Etiquette

Student Honor Code – Students should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters as outlined by the respective ethical guidelines. Student Honor Code [the “Honor Code”] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code. Students may view the complete honor code at <http://deanofstudents.nku.edu/policies/student-rights.html#policies>.

In addition, students are expected to adhere to the highest standards of ethical and professional behavior. Students are expected to cooperate with one another and with the instructor, to contribute to group discussions and projects, and to represent their own work fairly and honestly. Students are expected to adhere to professional behavior as outlined in the American Counseling Association (ACA) Code of Ethics and Standards of Practice and/or the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and will be accountable to the Counseling program.

Technology Etiquette

Students are welcome to use laptop computers for taking lecture notes. All students using laptops for such purposes are asked to refrain from non-related Internet exploration (e.g., Facebooking, shopping, checking the score of the Reds game, managing email, instant messaging, etc.). Students caught engaging in non-academic internet exploration will be asked to continue the semester using manual note taking methods. The instructor reserves the right to change technology rules in the classroom at any time. The use of cell phones in class is not permitted at any time. As a courtesy to your classmates, please silence or turn off all electronic communication devices during class.

Credit Hour Policy Statement: In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

Class Attendance (1.5 hrs/wk x 15 wks)	= 22.5 Hours
Online Modules (2 hr/wk x 13 wks)	= 26.0 Hours
Readings (2 hrs/wk x 15 wks)	= 30.0 Hours
Ethical Case Presentation	= 30.0 Hours
Informed Consent Project	= 5.0 Hours
Final Exam and Study	= 15.0 Hours
Quizzes (13 x .25)	= 4 Hours
Brief Report	= 4.5 Hours
Total	= 137 Hours

Student Evaluation of Instructor and Course: Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two-week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

Accommodations Due to Disability: Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with me at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.

Diversity

Diversity describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disability, socio-economic status, geographical region, or ancestry. Institutions that value diversity provide a supportive environment that respects those human differences. It is our responsibility as citizens of the NKU community to promote and value a campus environment and classroom climate that is safe, fair, respectful, and free from prejudice.

Name / Pronoun

My gender pronouns are she, her, hers. I will gladly honor your request to address you by an alternate name and/or gender pronouns from what is contained in NKU's student records. Please advise me of these early in the semester so that I may make appropriate changes to my records.

Sexual misconduct

Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-

consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. For more information please see: <https://inside.nku.edu/titleix/sexual-misconduct-policy.html>

Observance of Religious Holidays for Class Attendance

NKU values diverse religious perspectives and beliefs and recognizes that religious practice is for many individuals an important element of personal identity, intellectual development and psychological well-being, and, in many cases, is inseparable from cultural identity. As the diversity of our community has increased, additional religious holidays now affect a significant number of students. Consistent with our commitment to creating a diverse and inclusive community, Northern Kentucky University believes that every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. NKU students who are unable to attend classes or participate in any examination, study or work requirement on some particular day(s) because of his or her religious belief must submit a formal request to the instructor within 3 weeks of the beginning of the semester so appropriate arrangements can be made.

CACREP 2016 Standards

Standards evaluated in connection with CACREP Key Objective Assessments are in bold.

Students will be able to demonstrate understanding of:	CACREP¹	Content Coverage	Assessments
History and philosophy of the counseling profession and its specialty areas	2.F.1.a	Neukrug Ch. 1, 2, 4, 5 & 8 Lecture	Weekly Quizzes, Final Exam Participation in class discussions & activities
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	2.F.1.b	Neukrug Ch. 1, 2, 4, 5, & 8 Corey et al., Ch. 1, 5 & 6 ACA Code of Ethics ASCA Ethical Standards Lecture	Informed Consent Document, Group Ethical Case Study Presentation, Weekly Quizzes, Participation in class discussions & activities
Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c	Neukrug Ch. 2, 4, & 5 Corey et al., Ch. 4, 5, 6, & 7 ACA Code of Ethics ASCA Ethical Standards Lecture	Informed Consent Project, Final Exam, Group Ethical Case Study Presentation, Participation in class discussions & activities
The role and process of the professional counselor advocating on behalf of the profession	2.F.1.d	Neukrug Ch. 1, 2, 4, 5, & 8 ACA Code of Ethics ASCA Ethical Standards Lecture	Weekly Quizzes, Participation in class discussions & activities
Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	2.F.1.e	Corey et al., Ch 4, 5, 6, 7 ACA Code of Ethics ASCA Ethical Standards Lecture	Weekly Quizzes, Informed Consent Project, Group Ethical Case Study Presentation, Participation in class discussions & activities
Professional counseling organizations, including membership benefits, activities, services to members, and current issues	2.F.1.f	Neukrug Ch. 2 Lecture	Brief Professional Association Report, Weekly Quizzes, Participation in class discussions & activities
Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	2.F.1.g	Neukrug Ch. 7 & 8 Lecture	Weekly Quizzes Final Exam Informed Consent Project Participation in class discussion & activities
Ethical standards of professional counseling	2.F.1.i	Neukrug Ch. 7 & 8	Weekly quizzes, Final Exam, Informed

organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling		Corey et al., Ch 1, 2, 3, 4, 5, 6, & 7 ACA Code of Ethics ASCA Ethical Standards Lecture	Consent Project, Group Ethical Case Study Presentation, Participation in class discussions & activities
Technology's impact on the counseling profession	2.F.1.j	Corey et al., Ch 5, 6, & 7 ACA Code of Ethics ASCA Ethical Standards Lecture	Weekly quizzes, Informed Consent Project, Participation in class discussions & activities
Strategies for personal and professional self-evaluation and implications for practice	2.F.1.k	Neukrug Ch. 3 Corey at al., Ch 1, 2, 3, & 4 Lecture	Weekly quizzes, Final Exam, Participation in class discussions & activities
Self-care strategies appropriate to the counselor role	2.F.1.l	Corey at el., Ch 2 Lecture	Participation in class discussions & activities
The role of counseling supervision in the profession	2.F.1.m	Neukrug Ch. 1, 3, & 8 Corey et al., Ch 3 ACA Code of Ethics Lecture	Weekly Quizzes, Participation in class discussions & activities
The effects of power and privilege for counselors and clients	2.F.2.e	Corey et al., Ch 3, 4, & 5 Lecture	Weekly Quizzes, Final Exam, Group Ethical Case Study Presentation, Participation in class discussions & activities
Ethical and culturally relevant strategies for establishing and maintaining in- person and technology-assisted relationships.	2.F.5.d	Corey et al., Ch. 1, 3, 4, 5, & 6 ASCA Ethical Standards ACA Code of Ethics Lecture	Weekly Quizzes, Final Exam, Informed Consent Project, Group Ethical Case Study Presentation, Participation in class discussions & activities
The impact of technology on the counseling process	2.F.5.e	Corey et al., Ch 5, 6, & 7 ACA Code of Ethics ASCA Ethical Standards Lecture	Weekly quizzes, Informed Consent Project, Participation in class discussions & activities
Historical perspectives concerning the nature and meaning of assessment and testing in counseling	2.F.7.a	Neukrug Ch. 4 & 5 Corey et al., Ch 1, 5, & 8 ASCA Ethical Standards ACA Code of Ethics Lecture	Weekly quizzes, Informed Consent Project, Participation in class discussions & activities
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c	Corey et al., Ch 5 & 6 ASCA Ethical Standards ACA Code of Ethics Lecture	Weekly quizzes, Final Exam, Informed Consent Project, Participation in class discussions & activities

Procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d	Corey et al., Ch 5 & 6 ASCA Ethical Standards ACA Code of Ethics Lecture	Weekly quizzes, Final Exam, Informed Consent Project, Participation in class discussions & activities
History and development of clinical mental health counseling	5.C.1.a	Neukrug Ch. 1, 2, 4, & 5 Lecture	Weekly Quizzes, Final Exam, Participation in class discussions & activities
Legal and ethical considerations specific to clinical mental health counseling	5.C.1.1	Corey et al., Ch 1, 2, 3, 4, 5, 6, 7, & 11 ACA Code of Ethics Lecture	Weekly Quizzes, Final Exam, Informed Consent Project, Group Ethical Case Study Presentation, Participation in class discussion & Activities
Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	5.C.1.m	Corey et al., Ch. 5 & 6 ACA Code of Ethics Lecture	Informed Consent Project, Weekly Quizzes, Final Exam, Group Ethical Case Study Presentation, Participation in class discussion & activities
History and development of school counseling	5.G.1.a.	Neukrug Ch. 1, 2, 4, & 5 Lecture	Weekly Quizzes, Final Exam, Participation in class discussions & activities
Legal and ethical considerations specific to school counseling	5.G.1.n.	Corey et al., Ch 1, 2, 3, 4, 5, 6, 7, & 11 ASCA Ethical Standards Lecture	Weekly Quizzes, Final Exam, Informed Consent Project, Group Ethical Case Study Presentation, Participation in class discussion & Activities