



EAST TENNESSEE STATE
UNIVERSITY

Clemmer College

Department of Counseling and Human Services

Prerequisites/Co-requisites	None
Catalog Description	This course examines the philosophic bases of counseling and the therapeutic relationship focusing on the foundational aspects necessary for working with individual, couples, and families within a counseling process from initial meeting to termination. Attention is given to counselor presence, professionalism, awareness, the understanding and use of self in counseling, client relationships, and working within the change process.
Purpose and Goals	
The purpose of this course is to encourage students to think about major issues related to ethical counseling practice, and to help individuals formulate a position on such issues. Students are expected to become familiar with the ethical codes of the counseling profession, and must demonstrate the ability to apply these codes correctly in a variety of situations.	
Major Course Topics	
This is a seminar designed to acquaint students with legal, professional, and ethical issues that affect the practice of counseling and therapy. These issues include (1) the influence of the personal characteristics and values on the counseling process; (2) confidentiality, privileged communication and the rights of clients; (3) malpractice; (4) counselor identity, training, competence, and licensure, (5) dual relationships and boundary issues and (6) applications of ethical decision-making and the ACA Code of Ethics and Standards of Professional Practice.	

Learning Outcomes

CACREP Required Content: Section II: Program Objectives and Curriculum, Subsection K:

1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:
 - b. professional roles, functions, and relationships with other human service providers;
 - d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
 - e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
 - h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
- 1.a. history and philosophy of the counseling profession;
- 1.b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- 1.d. self-care strategies appropriate to the counselor role;
- 1.f. professional organizations, including membership benefits, activities, services to members, and current issues;
- 1.g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- 1.h. the role and process of the professional counselor advocating on behalf of the profession;
- 1.j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

- A.2 Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling (CMH). (case study)**
- A.2. Understands the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling (MFC). (case study)**
- A.2 Understands ethical and legal considerations specifically related to the practice of school counseling (SC).
- A.3 Understands the roles and functions of clinical mental health counselor in various practice settings and the importance of relationships between counselors and other professions, including interdisciplinary treatment teams (CMH).
- A.3. Knows the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals (MFC).
- A.4 Knows the professional organizations, preparation standards, & credentials relevant to the practice of clinical mental health counseling (CMH). (licensure project)**
- A.4 Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling (MFC). (licensure project)**
- A.4 Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling
- A.7 Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to & practice privileges within managed care systems) (CMH).
- B.1 Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling (CMH).
- B.1 Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling (SC).
- C.4 Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice (MFC). (in class assessment)**
- C.9 Understands professional issues relevant to the practice of clinical mental health counseling (CMH).

- D.6 Demonstrates the ability to use procedures for assessing and managing suicide risk (CMH).
- E.4 Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling (CMH).
- E.5 Understands the effect of local, state, and national policies, programs, and services on diverse family systems (MFC).

At the completion of this course the successful student is expected to:

- Understand the similarities and differences between ethical and legal issues in counseling.
- Be able to identify the professional practice of counseling when introduced by examples of mental health professionals gleaned from the popular culture.
- Be able to work collaboratively in small groups to develop ethical solutions to common counseling problems.
- Know the history and philosophy of the counseling professions including significant factors and events.
- Understand professional roles, functions and relationships with other human service providers.
- Be aware of technological competence and computer literacy.
- Know about professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
- Be knowledgeable of professional credentialing including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
- Understand public and private policy processes including the role of the professional counselor in advocating on behalf of the profession.
- Know about the advocacy processes needed to address institutional and social

barriers that impede access, equity, and success for clients.

- Know ethical standards of ACA and related entities, and applications of ethical and legal consideration in professional counseling.

Required Textbook(s)

American Counseling Association (2005). *Code of ethics and Standards of Practice*. Alexandria, VA: American Counseling Association. Download ACA Code of Ethics from:

<https://www.counseling.org/knowledge-center/ethics#2014code>.

Catapano, P., & Critchley, S. (2017). *Modern ethics in 77 arguments*. New York, NY: New York Times.

Remley, T. P., & Herlihy, B. P. (2020). *Ethical, legal, and professional issues in counseling* (6th ed.). Hoboken, NJ: Pearson.

Required Reading(s) Other articles and resource as assigned on Desire to Learn (D2L).

As assigned (see Course Schedule).

Auxiliary texts:

Corey, G., Corey, M.S., & Corey, C. (2019). *Issues and ethics in the helping professions* (10th ed.). Boston, MA: Cengage Learning.

Remley, T. P., Herlihy, B. (2015). *Ethical, legal, and professional issues in counseling* (5th ed.). New York, NY: Norton.

Major Assignments

Methods of Instruction:

Case studies

Classroom discussion of readings and experiences

Multimedia enhanced activities and lectures

Role-plays, simulations, and demonstrations

Individual and group presentations

Course Requirements:

In addition to reading all assigned materials in preparation for each class, attending each class, and participating as appropriate, students are required to complete the following:

- Values and Ethics Statement (non-graded)
- Midterm and Final Examination
- Licensure Project
- Professional literature research paper

Grade Assignment

Description of Course Requirements:

Classroom participation:

This class will be offered in a seminar format. As such, each student is expected to attend each class, and have read the assigned material prior to class. Classroom participation involves being both present in class and involved in classroom discussions and activities. Students choosing to attend the ACA convention are excused from class the week of the convention without penalty. (100 possible points)

Values and Ethics Statement:

The goal of this assignment is to consider and reflect upon what your personal values and beliefs are about (a) self, (b) others, (c) life, (d) the good society, (e) the world, (f) human nature, (g) personal values, (h) moral values and moral actions, (i) ethical practice, and (j) the future good. This is a more or less comprehensive self-assessment of what will guide your life as a person and your work as a counselor. Because there are no right answers within these assessments, there will be no grading. I will expect that your assessment demonstrate real reflection and thought, and the paper will be returned to you for further reflection and thought if I think it would be useful. [**This statement is due by midnight on February 26th in the dropbox on D2L.**](#)

Midterm* and Final Examinations*:

Exams will be given as noted on the course calendar. The examinations will cover material presented in class up to that point (through lectures, discussion, handouts, and other media) as well as assigned reading material. (Midterm = up to 100 points, Final = up to 100 points)

Licensure Project*:

Each student will visit the web site of their state licensure board to determine the procedures necessary to become licensed or certified as a counselor in the state. Students will present a plan to acquire the credential (how much supervised experience, who can supervise, what type of setting allows for hours toward licensure, how to register and study for the licensure test). Students will also visit the web site of the National Board for Certified Counselors to learn about the National Certified Counselor credential. Students will turn in a written plan outlining the steps necessary to acquire the credential. Please include in your plan professional liability insurance information for both practicum and internship students and as working professional counselors (visit the ACA website for this information). (up to 75 points). [**This project is due by midnight on February 12th in the dropbox on D2L.**](#)

Professional literature Research Paper*:

Each student will select or will be assigned a professional issue to research. Students will then find a *minimum* of five current references on this topic and synthesize the information into a brief researched based summary paper in APA format (6th ed). *Paper topics must be approved by instructor* (8-10 pages including title and reference page). (up to 125 points). [**This paper is due by midnight on April 29nd in the dropbox on D2L.**](#)

***One of the assignments marked with an asterisk can be completed with a guarantee of full points if the student attends the ACA convention in San Diego, April 16-19, 2020. [See Instructor for details]**

Grading Scale

Grades: Final grades for this course will be based on the following point system for completion of the following assignments:

Class Participation	100 points
Midterm Examination	100 points
Licensure Project	75 points
Research Paper	125 points
<u>Final</u>	<u>100 points</u>
Total Possible Points	500 points

Grading Scale:

A	470-500
A-	450-469
B+	437-449
B	425-436
B-	400-424
C+	387-399
C	350-386
F	349 or less

Other Information

Professional Writing Format: Please use APA style/format for your paper as provided in the Publication Manual of the American Psychological Association (6th edition) as you will be required to use the format throughout your graduate and professional career. All assignments are to be typed using a double spaced 12-point font size.

Communication and feedback: I welcome questions, suggestions, and correspondence about any of the course content and assignments. It is my intention to respond to and be available to students via by ETSU email within 48 hours of contact during weekdays, barring attendance at a professional conference, holidays, or unforeseen or extenuating circumstances. I am also available in person according to my office hours listed on the front page of the syllabus and by appointment. If you have emailed my ETSU address and have not received a response within 48 hours during the week please re-send and let me know immediately. My email address is Bitterj@etsu.edu.

Attendance

Attendance impacts both individual learning and class process. Students are expected to complete all assigned readings prior to class. Preparation, participation, and attendance demonstrate professionalism. Please be on time. More than 30 minutes late to class will be counted as absent. Students who are consistently more than 10 minutes late will incur an absence once 30 minutes has accrued. Realizing that some class absences may be unavoidable due to sickness, family responsibilities, or professional obligation students are allowed **one** class absence. After that, course grades will be reduced by **one-half letter grade**.

Academic Misconduct Policy

East Tennessee State University is committed to developing the intellect and moral character of its students. To that end, all instances of plagiarism, cheating, and other forms of academic misconduct shall be punished in accord with Tennessee Board of Regents Policy. Any knowledge of conduct of this nature should be reported to the proper authorities. Penalties for academic misconduct, either directly or indirectly through participation or assistance, will vary with the seriousness of the offense and may include, but are not limited to: a grade of F on the work in question, a grade of F for the course, reprimand, probation, suspension, and expulsion. For a second academic misconduct offense, the penalty is permanent expulsion.

Accommodations

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to eligible students by Disability Services. Disability Services is located in the D.P. Culp Center, Room 326, telephone 439-8346. <http://www.etsu.edu/students/disable/>

Bibliography, Recommended Readings, and/or Supplemental Materials

- Brothers, B. J. (2001). *The personhood of the therapist*. New York, NY: Routledge.
- Corey, M. S., & Corey, G. (1998). *Becoming a helper* (3rd ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, G., Corey, M.S., & Corey, C. (2019). *Issues and ethics in the helping professions* (10th ed.). Boston, MA: Cengage Learning.
- Cleary, M., Hunt, G.E., & Walter, G. (2010). Seclusion and its context in acute inpatient psychiatric care. *Journal of Medical Ethics*, 36, 459-462. doi: 10.1136/jme.2010.035402
- Degler, C. (1980). *At odds: Women and the family in America from the revolution to the present*. New York: Oxford University Press.
- Jordan, K. (2001). Monitoring our own: Suggested additions to the IAMFC code of ethics. *The Family Journal: Counseling and Therapy for Couples and Families*, 9(1), 43-46. doi: 10.1177/1066480701091009
- Kottler, J. A., & Brown, R. W. (2000). *Introduction to therapeutic counseling: Voices from the field*. Stamford, CT: ITP.
- Lopez-Baez, S.I., & Paylo, M.J. (2009). Social justice advocacy: Community collaboration and systems advocacy. *Journal of Counseling & Development*, 87, 276-283.
- McCrickard, M.P., & Butler, L.T. (2005). Cybercounseling: A new modality for counselor training and practice. *International Journal for the Advancement of Counseling*, 27(1), 101-110. doi: 10.1007/s10447-005-2255-x
- McCurdy, K.G., & Murray, K.C. (2003). Confidentiality issues when minor children disclose family secrets in family counseling. *The Family Journal: Counseling and Therapy for Couples and Families*, 11(4), 393-398. doi: 10.1177/1066480703255468
- McGoldrick, M., & Giordano, J. (1996). Ethnicity and family therapy: An overview. In M. McGoldrick, J. K. Pearce, & J. Giordano (Eds.), *Ethnicity and family therapy* (2nd ed.) (pp. 1-27). New York: Guilford Press.
- McGoldrick, M., Pearce, J. K., & Giordano, J. (Eds.). (1996). *Ethnicity and family therapy* (2nd ed.). New York: Guilford Press.
- Maclean N. (2017). *A river runs through it and other stories* (Rev. ed.). Chicago, IL: University of Chicago Press. (Original work published 1976)

Mellin, E.A., Hunt, B., & Nichols, L.M. (2011). Counselor professional identity: Findings and implications for counseling and interprofessional collaboration. *Journal of Counseling & Development*, 89, 140-147.

Siegel, D. J. (2007). *The mindful brain*. New York, NY: Norton.

Siegel, D. J. (2010). *The mindful therapist*. New York, NY: Norton.

Sperry, L., Carlson, J., Kjos, D. (2003). *Becoming an effective therapist*. Boston, MA: Pearson

Watson, L. (1993). *Montana 1948*. Minneapolis, MN: Milkweed Editions.

Course Schedule

- Class 1:**
1/22 Overview of Instructor's perspectives on course. Feedback from students. Accessing D2L for course. Review of Syllabus. Personal Values and Helping. **Counselor Identity: What it means to be a counselor.** Licensure Project reviewed. **For next week, read Remley & Herlihy (2020), Chs. 1 & 2.**
- Class 2:**
1/29 **Phase One: The Counselor as a Virtuous Professional.** Empathy: Understanding the experience of emotions. Should people always feel good? What is the "good" in, the meaning of suffering? **What makes a counselor a professional? What do you think about CACREP? About the NBCC? About being part of ACA? For next week, read Catapano & Critchley (2017) On Existence (pp. 3 – 44); and Remley and Herlihy (2020), Ch. 3.**
- Class 3:**
2/5 Discussion of Catapano & Critchley (2017), On Existence, pp. 3 – 44. Why professions create ethical codes and how they relate to laws, legal requirements, and licensure. Multicultural Competencies and social justice. **For next week, read Catapano & Critchley (2017), On Human Nature (pp. 45-88); Licensure Project due next week.**
- Class 4:**
2/12 **Licensure Project Due.** Discussion of Catapano & Critchley (2017), On Human Nature, pp. 45-88 Introduction to Virtue Ethics. Becoming a virtuous counselor. Values and religion/Values without religion. Values within the practice of Counseling. **Values and Ethics Statement process reviewed. For next week, read Catapano & Critchley (2017), On Morality (pp. 91-138) and Remley & Herlihy (2020), Ch. 4.**
- Class 5:**
2/19 Discussion of Catapano & Critchley (2017), On Morality, pp. 91-138). Client Rights and Responsibilities. Ethical Dilemmas: When there are no right answers. Trying it out in class. **How to approach and address case study analyses. For next week, read Catapano & Critchley (2017), On Religion (pp. 141-188) and Remley & Herlihy (2020) Ch. 5; Values and Ethics Statement due next week.**
- Class 6:**
2/26 **Values and Ethics Statement Due.** Discussion of Catapano & Critchley (2017), On Religion, pp. 141-188. Introduction to principle ethics. The ACA Code of Ethics. Confidentiality: It's meaning and use in counseling and therapy. **For next week, read Catapano & Critchley (2017), On Race (pp. 281-322); the ACA Code of Ethics (download from ACA website and bring to next class: <https://www.counseling.org/knowledge-center/ethics#2014code>); and Remley and Herlihy (2020), Ch. 6 & 7.**
- Class 7:**
3/04 **Guest Speaker: Ms. Caitlin Lucas – Frontier Health Counselor** Discussion of Catapano & Critchley (2017), On Race, pp. 281-322.

Counselor competence and malpractice. Records, subpoenas, and technology: HIPPA and FERPA. **For next week, read Catapano & Critchley (2017), On Women (pp. 325-347).**

- Class 8:**
3/11 **Guest Speaker: Dr. Patricia Robertson**
Discussion of Catapano & Critchley (2017), On Women, pp. 325-347.
In two weeks, read Remley & Herlihy (2020), Chs. 8 & 11.
- 3/18** **Spring Break: Happy Holidays.**
- Class 9:**
3/25 **Midterm examination.** Clarity in Counseling: Informed consent in counseling practice. Working with children and vulnerable adults. Informed consent in Research (IRB processes). Writing a professional IRB statement. **For next week, read Remley & Herlihy (2020), Ch. 12.**
- Class 10:**
4/01 Ethical issues in couples and family therapy.
Shifting from individual ethics to relational or systems ethics. **For next week, read Remley & Herlihy (2020), Ch. 9.**
- Class 11:**
4/08 Ethical issues in community and social justice cases. Introduction to managing boundaries and multiple relationships. **For next week, read Remley & Herlihy (2020), Chs. 14 & 15.**
- Class 12:**
4/15 Issues in Counselor Education, supervision, and consultation. Practice with managing boundaries and multiple relationships. Introduction to Participatory Ethics.
- Class 13:**
4/22 Boundaries and social relationships reconsidered. Practice with participatory ethics. A complete review of the ACA code of ethics.
- Class 14:**
4/29 Participatory Ethics: Principles and practice. Balancing self and other in the process of collaboration. **Professional Literature Research Paper is due by 12:00 Midnight. [Use D2L dropbox.]**
- Class 15:**
5/06 **Final Examination.**
Professional Literature Research Paper is returned {See D2L dropbox.}

******Additional Readings and Articles may be posted to D2L as instructor sees fit. Please check D2L weekly for updates******