COUN 717.001:
ETHICS AND PROFESSIONAL DEVELOPMENT
Spring 2014

3 Semester Hours

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OFFICE HOURS:
Wednesday 1:00-3:00 PM and Thursday1:00-4:00 PM (Commerce); and by appointment

CATALOG DESCRIPTION OF COURSE
717. *Ethics and Professional Development.* Three semester hours
Examines ethical and professional development issues in counseling and behavioral sciences. Prerequisite: Doctoral status.

GENERAL COURSE INFORMATION
This course provides (a) an overview of professional development for counselors and counselor educators, including examination of the theoretical, research-based, and practical awareness, knowledge, and skills for effective functioning as a counselor educator; and (b) the ethical foundations of counselor education and professional counseling.

COURSE OBJECTIVES
1. Students will demonstrate familiarity with and understanding of: The *ACA Code of Ethics* (2005) and other relevant codes of ethics and standards of practice, the ethical decision-making process, and the relationship between and differences in ethical and legal issues.
2. Students will develop a perspective and appreciation for the historical and theoretical foundations of the counseling profession.
3. Students will identify and discuss major trends and issues facing the profession, with particular attention to those affecting counselor professional identity, training, and practice.
4. Students will increase understanding of the major roles of counselor educators, the needs of counseling trainees, and the major methods of influencing quality in counselor education programs.
5. Students will understand and demonstrate professional writing skills development necessary for professional publication.

METHOD OF INSTRUCTION
Lecture, small and large group discussion, experiential activities, case study analysis.

COURSE REQUIREMENTS

1. **Participation/Attendance:** Attendance in all sessions is critical. Regular attendance, arriving to class on time and staying until the end of class is expected. You are expected to read the assigned material before class; be prepared to actively participate in class. You will have many opportunities to contribute to the total learning experience through attendance, small and large group discussion, and assigned activities.

2. **Required Papers:** Papers are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deducted from the final score.

3. **Ethics Papers**: You will write two 7-10 page papers (not including title and reference pages) on ethical issues facing the counseling profession today. For each paper you will use a minimum of eight (8) references from refereed professional publications. Ethics paper #1 will be focused on an assigned topic that all students in the class will address. Ethics paper #2 will be focused on an ethics issue of your choice that is of particular relevance to your current and/or future professional role(s). ***Complete guidelines will be provided.***

4. **Conference Poster Session Proposal:** An important part of demonstrating success as a counseling professional is proposing and making presentations of your work to other professionals at conferences. This assignment is designed to help you learn to write a program proposal for a poster session, one of the common forms of presentation at state, regional, and national conferences. Your program proposal should be directed at professional development issue that is of particular interest to you in your future professional role. ***Complete guidelines for the poster session proposal will be provided.***

5. **Topic Paper:** You will write a topic paper *based on the professional development issue you chose for your poster session*. Your paper will adhere to APA style guidelines. It will include a title page with running head, a 100 word abstract, and references. You will utilize a minimum of 15 references. Your references *must* include peer reviewed journal articles and may include books or chapters in edited books. The 20-25 page limitation *includes* the title page, abstract, and references. ***Complete guidelines for the topic paper will be provided.***

6. **Poster Presentation:** You will present your proposed poster session to your colleagues in the class at the end of the semester. Your presentation will be evaluated based on your knowledge of the topic, use of handouts, and the poster itself. ***Complete guidelines for the poster presentation will be provided.***

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Attendance & Participation	10%
Ethics Paper #1	20%
Ethics Paper #2	20%
Poster Session Proposal	5%
Topic Paper	35%
Poster Session	10%
	100%

REQUIRED TEXT

Remley, T.P. & Herlihy, B. (2010). *Ethical, legal, and professional issues in counseling* (3rd ed.). Upper Saddle River, NJ: Merrill.

**Additional required reading material will be made available and/or can be accessed through the library databases.

ATTENDANCE

The student is expected to attend class regularly. University guidelines regarding attendance policy will be followed.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

CONDUCT AND ACADEMIC HONESTY

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Polices and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

UNIVERSITY CLOSING DUE TO WEATHER

Check http://www.tamu-commerce.edu/ regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

COURSE OUTLINE – COUN 717 – Spring 2014

Week 1: 1/16 Course Introduction and Orientation

Week 2: 1/23 Professional Identity of Counselors
Readings: Remley & Herlihy Chapter 2

Week 3: 1/30 Professional Identity of Counselors
Readings: Remley & Herlihy Chapter 2
Kaplan, D. M., & Gladding, S. T. (2011). A vision for the future of counseling: The 20/20 *Principles for Unifying and Strengthening the Profession*. *Journal of Counseling and Development, 89*, 367-372.
20/20: A Vision for the Future of Counseling: go to
http://www.counseling.org/20-20/index.aspx

Week 4: 2/6 Professional Ethics and Legal Issues; Ethical Decision Making
Readings: Remley & Herlihy Chapter 1
Herlihy, B. & Watson, Z. E., (2007). Social justice and counseling ethics. In C. C. Lee (Ed.), *Counseling for social justice* (2nd ed., pp. 181-199). Alexandria, VA: American Counseling Association.

Week 5: 2/13 Professional Ethics and Legal Issues; Codes of Ethics
Readings: Remley & Herlihy Chapter 1
ACA Code of Ethics
APA Ethical Principles http://www.apa.org/ethics/code/principles.pdf
Additional Codes of Ethics and Standards of Practice to be determined
Last date to identify professional development issue for poster session and topic paper

Week 6: 2/20 No Class - Work on Ethics Paper #1; start literature search for topic paper

Week 7: 2/27 Professional Practice in a Multicultural Society
Readings: Remley & Herlihy Chapter 3
MC Counseling Competencies
ALGBTIC Competencies
http://www.counseling.org/knowledge-center/competencies
Transgender Competencies
http://www.algbtic.org/resources/competencies
ASERVIC Spirituality Competencies
http://www.aservic.org/resources/spiritual-competencies/
Ethics Paper #1 due

Week 8: 3/6 Diversity Competency and Social Justice Advocacy
Readings: Remley & Herlihy Chapter 3
ACA Advocacy Competencies
http://www.counseling.org/knowledge-center/competencies

MC and SJ Competence Principles for Group Workers http://www.asgw.org
Crethar, H. C., Torres Rivera, E., & Nash, S. (2008). In search of common threads: Linking multicultural, feminist, and social justice counseling paradigms. *Journal of Counseling and Development, 86*, 269-278.
Singh, A. & Salazar, C. F. (2010). Six considerations for social justice group work. *Journal for Specialists in Group Work, 35,* 308-319.

Week 9: 3/13 Spring Break

Week 10: 3/20 Publications and Presentations
Readings: Remley & Herlihy Chapter 15 (pp. 366-371)
Winton, R. B. (1985). A suggested procedure for determining order of authorship in research publications. *Journal of Counseling and Development, 63*, 515-518.
Poster Session Program Proposal due

Week 11: 3/27 Client Rights and Counselor Responsibilities
Readings: Remley & Herlihy Chapter 4
Hermann, M. A., & Herlihy, B. R. (2006). Legal and ethical implications of refusing to counsel homosexual clients. *Journal of Counseling and Development, 84*, 414-418.

Week 12: 4/3 Responsible Conduct in Research; Protection of Human Subjects
Readings: Remley & Herlihy Chapter 15 (pp. 357-366)
The Belmont Report
http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html
Ethics Paper #2 due

Week 13: 4/10 Issues in Counselor Education
Readings: Remley & Herlihy Chapter 13
McAdams, C. R., Foster, V. A., & Ward, T. J. (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education and Supervision, 46,* 212-229.
McAdams, C. R., & Foster, V. A. (2007). A guide to just and fair remediation of counseling students with professional performance deficiencies. *Counselor Education and Supervision, 47*, 2-13.

Week 14: 4/23 Surviving and Thriving as a Counseling Professional
Readings: Davis, T. E., Levitt, D. H., McGlothlin, J. M., & Hill, N. R. (2006). Perceived expectations related to promotion and tenure: A national survey of CACREP program liaisons. *Counselor Education and Supervision, 46*, 146-156.
Niles, S. G., Akos, P., & Cutler, H. (2001). Counselor educators' strategies for success. *Counselor Education & Supervision, 40,* 276-291.

Week 15: 5/1 Student Poster Presentations
TOPIC PAPER DUE (hard copy and electronic copy)