



TEXAS A&M UNIVERSITY
SAN ANTONIO

College of Education and Human Development
Department of Counseling, Health & Kinesiology
 EDCG 5313.900 Professional Orientation &
 Ethics Fall, 2024 -Hybrid Course

Instructor: Sabina de Vries, PhD, LPC-S, NCC

Class Time & Location: Tuesdays, 5:30pm – 6:45pm, Classroom Hall 303

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Office Hours: by appointment

Office Location: Classroom Hall 214L

Required Textbooks:

Neukrug, E. S. (2022). A brief orientation to counseling: Professional identity, history, and standards (3rd ed.). Cognella.

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

Additional Readings:

American Counseling Association. (2014). *ACA code of ethics*.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Darcy, M. G., & Abed-Faghri, N. M. (2013). The relationship between counselors and their state professional association: Exploring counselor professional identity. *Professional Counselor*, 3(3), 152-160. <https://doi.org/10.15241/mgd.3.3.152>

Health Resources and Services Administration (n.d.). Behavioral health workforce projections, 2020-2035. <https://bhw.hrsa.gov/sites/default/files/bureau-health-workforce/Behavioral-Health-Workforce-Projections-Factsheet.pdf>

Kertes, K. (2021). Practicing self-compassion as a therapist. Retrieved from https://www.simplepractice.com/blog/practicing-self-compassion-as-a-therapist/?utm_medium=email&utm_source=sp-pollen&utm_campaign=20221008-paid-trial-leads-pollen-weekly-providers-mental-health-vB-SL1-resend

Lenz, A. S., & Smith, R. L. (2010). Integrating wellness concepts within a clinical supervision model. *The Clinical Supervisor*, 29, 228-245. <https://doi.org/10.1080/07325223.2010.518511>

Litam, S. D. A., & Hipolito-Delgado, C. P. (2021). When being “essential” illuminates disparities: Counseling clients affected by COVID-19. *Journal of Counseling & Development*, 99(1), 3-10. <https://doi.org/10.1002/jcad.12349>

Myers, J. E., & Sweeney, T. J. (2008). Wellness counseling: The evidence base for practice. *Journal of Counseling & Development*, 86(4), 482-493.

- Forester-Miller, H., & Davis, T. E. (2016). *Practitioner's guide to ethical decision making*. The Center for Counseling Practice, Policy, and Research. <http://www.counseling.org/docs/default-source/ethics/practitioner's-guide-to-ethical-decision-making.pdf>
- Myer, R., Lewis, J., & James, R. (2013). The Introduction of a Task Model for Crisis Intervention. *Journal of Mental Health Counseling*, 35(2), 95-107. <https://doi.org/10.17744/mehc.35.2.nh322x3547475154>
- Weist, M. D., Lowie, J. A., Flaherty, L., & Pruitt, D. (2001). Collaboration among the education, mental health, and public health systems to promote youth mental health. *Psychiatric Services*, 52(10), 1348-1351. <https://doi.org/10.1176/appi.ps.52.10.1348>

Course Description:

This course will function as an orientation to the professional identity and ethical standards of counseling professionals. Students will address professional and ethical issues that affect the practice of counseling and related professions. Varied points of view will be presented to stimulate discussion, exploration, and reflection. Prerequisites: EDCG 5310 or 5316 or 5308; EDCG 5311 or 5314; EDCG 5335; EDCG 5348; and EDCG 5333.

CACREP Standards:

Section 2: Professional Counseling Identity Counseling Curriculum

1. Professional Counseling Orientation and Ethical Practice

- a. History and Philosophy of the counseling profession and its specialty areas
- b. 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
- c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.
- d. The role and process of the professional counselor advocating on behalf of the profession
- e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. Current labor market information relevant to opportunities for practice within the counseling profession
- i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. Technology's impact on the counseling profession
- k. Strategies for personal and professional self-evaluation and implications for practice
- l. Self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

5. Counseling and Helping Relationships

- e. The impact of technology on the counseling process

7. Assessment and Testing

- d. Procedures for identifying trauma and abuse and for reporting abuse

Section 5: Entry – Level Specialty Areas
C. Clinical Mental Health Counseling

1. Foundations

a. History and development of clinical mental health counseling

2. Contextual Dimensions

a. Roles and settings of clinical mental health counselors

c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks

i. Legislation and government policy relevant to clinical mental health counseling

k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling

l. Legal and ethical considerations specific to clinical mental health counseling

Section 5: Entry – Level Specialty Areas
G. School Counseling

2. Contextual Dimensions

n. Legal and ethical considerations specific to school counseling

TEA School Counseling Standards:

Domain III – Collaboration, Consultation, and Professionalism

Competency 010 – Professionalism

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Student Learning Outcomes:

At the successful completion of this course students will:

- Be able to demonstrate a comprehensive knowledge of the history, philosophy and credentialing related to the counseling profession and its specialty areas
- Be able to demonstrate a comprehensive knowledge of various professional counseling organizations, including benefits, activities, services, and current issues
- Be able to identify and clearly communicate ethical standards of professional counseling organizations and credentialing bodies
- Be able to state and explain legal and ethical considerations specific to the counseling profession and its specialty areas
- Be able demonstrate their aptitude in working through ethical dilemmas while considering legal and ethical standards
- Be able to demonstrate the ability coordinate services through collaboration and consultation with other helping professionals
- Be able to demonstrate the capacity to explain the role and process of the professional counselor advocating on behalf of the profession and their clients
- Be able to demonstrate an understanding of technology’s impact on the counseling process and profession
- Be able to define ethical issues related to assessment and testing

- Be able to identify and clearly communicate procedures for identifying crisis, trauma and abuse and for appropriate reporting
- Be able to identify and implement strategies for personal and professional self-evaluation, including implications for practice, self-care strategies and the role of counseling supervision

Key Performance Indicator:

CACREP CORE OR SPECIALTY AREA: Professional Counseling Orientation and Ethical Practices. The **Ethical Dilemma Paper** is used to determine the level of student knowledge and skills related to the following CACREP Standards:

1. I. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

Students who fail a summative assignment [receive a rating scale of 2 or below] will meet with the issuing faculty and schedule a Fitness to Practice Committee meeting. The Fitness to Practice Committee meeting will result in the student being placed on a developmental plan or dismissed from the program.

KEY PERFORMANCE INDICATOR:

Ethical Dilemma Paper

In this paper students will:

- 1) Identify an ethical problem or dilemma in counseling;
- 2) Consult with counseling professionals via professional counseling journal articles;
- 3) Research the ethical counseling concern and provide researched conclusions/contributions;
- 4) Connect the counseling concern to the ACA Code of Ethics.

The paper will be at least 4 full pages of text (not including cover page and reference page). Students will choose a topic related to ethical practice, and research that topic. Three professional counseling journal reference articles will be the minimum. Students may not use the NK or R&H text as references. The paper must be in APA style.

Submitted papers will include the following:

1. Cover Page
2. Description or Summary of the Ethical Problem/Dilemma/Concern/Topic including expert opinions on the topic.
3. Reference Page – APA style
4. Three professional counseling journal articles related to the dilemma. These three articles (printed or copied) are to be turned in with the paper.
5. ACA Code of Ethics that are related to the dilemma and any Applicable Laws pertaining to the dilemma.

ETHICAL DILEMA PAPER GRADING RUBRIC:

Criteria	Ratings				Total
	0-1 Points	2 Point	3 Point	4 Points	
Ethical Dilemma Identified	Paper is not centered on a counseling related ethical dilemma.	Paper is minimally centered on a counseling related ethical dilemma.	Paper is somewhat centered on a counseling related ethical dilemma.	Ethical dilemma is clearly presented and well developed.	
Counseling Journal References	No or marginal quality peer reviewed counseling journal articles used.	Fewer than 2 quality peer reviewed counseling journals articles used.	At least 2 quality peer reviewed counseling journals articles used.	Includes at least 3 Quality peer reviewed counseling journals used.	
<i>ACA Code of Ethics</i>	<i>ACA Code of Ethics</i> not is not referenced/ pertinent codes are not identified.	<i>ACA Code of Ethics</i> pertaining to topic marginally referenced/significant lack of scope.	<i>ACA Code of Ethics</i> pertaining to topic referenced but discussion is limited in scope.	<i>ACA Code of Ethics</i> is clearly referenced and codes/standards pertaining to topic are identified and thoroughly explored.	
Content	Content does not adequately address the ethical dilemma.	Content marginally addresses the ethical dilemma.	Content somewhat addressed ethical dilemma.	Content is appropriate and supports the ethical dilemma topic adequately.	
APA Style formatting and Quality of Writing	Fails to demonstrate quality fo writing and proper use of APA Style.	Many APA Style errors; considerable problems with quality of writing.	Few APA Style errors; few quality of writing problems.	The paper is free of APA Style errors and quality of writing problems.	
Total/Notes:					

EVALUATION PROCESS: The professor will complete the following rubric to assess Professional Counseling Orientation and Ethical Practices. Points correspond to the rating scale.

Points	Overall Rating	Rating Scale	Description
19-20	Mastery	4	Able to perform at a high level without supervision on a consistent basis
16-18	Proficient	3	Able to perform without supervision on a consistent basis
14-15	Developing	2	Able to perform with supervision on a consistent basis
11-13	Beginning	1	Able to perform with supervision on an inconsistent basis
0-10	Inadequate	0	Unable to perform with supervision.

KEY PERFORMANCE INDICATOR SCORE: _____

Graduate Class Policies

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

Student Rights and Responsibilities

As members of the University community, all enrolled students assume full responsibility for adhering to the university's values and goals. Students are held responsible for staying abreast of their rights as students and for being cognizant on what is deemed proper conduct as outlined in the Student Handbook. The Student Handbook is available through the Student Rights and Responsibilities webpage: <http://www.tamusa.edu/uploadFile/folders/fcestrad/Pdf/Pdf-635767864704349879-10.100.150.124.pdf>

Cheating and Plagiarism

Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the provost and vice president for Academic Affairs for disciplinary action. Expulsion from the University is a normal penalty for such offenses.

Plagiarism is a serious violation of academic integrity, and students who engage in plagiarism are subject to disciplinary action. The type of disciplinary action will depend on the severity of the plagiarism but may ultimately lead to the student's expulsion from the program and/or revocation of a student's degree, if the student has already graduated. Please review the Student Handbook for a complete description of the process.

Class Attendance

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs. Excessive absences (more than 2) will result in a grade letter deduction from your final grade for each absence. Two tardies (entering 15 minutes or later after class begins or leaving 15 minutes or earlier before class ends) will count as one absence.

Incomplete Course Status

The spirit of the “Incomplete” is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a “C” or better 2. The circumstance for which the “I” is requested is supported with documentation 3. Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an “I”, should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an “I”, a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All “I”s will automatically revert to an “F” after one year.

Dropping a Course

Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for “dropping” a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform.

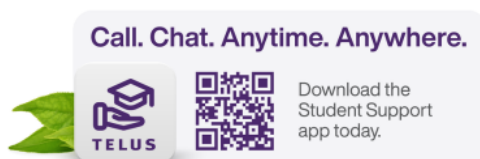
Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student

receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of

race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated. Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

No Use of Generative AI Permitted

EDCG 5313.900 Professional Orientation & Ethics assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Important Dates:

August 26	First day of class
September 2	Labor Day Holiday
November 11	Last day to drop with an automatic "W"
November 19	Last day to drop a course or withdraw from the University
November 27	Study Day – No classes
November 28-30	Thanksgiving Holiday – No classes
December 5	Last day of classes
December 6	Study Day – No classes
December 7-13	Final exams

The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>.

Course Requirements:

Preparation and Participation. The learning, application, and growth activities associated with a graduate program of study is a qualitatively different in comparison to obtaining an undergraduate degree. In some ways, the consequences of non-preparation and participation may impact your future clients more than they do yourself at this time. With those considerations in mind, it is your professional responsibility to actively and intentionally prepare for class through readings, making notations, identifying the presence of content in your natural environment, exploring content on your own, and bringing your reflections grounded in the intersections of these areas into course conversations. Furthermore, the counseling profession is one grounded in support and communication. Thus, it is imperative to contribute to class experiences through respectful, supported dialogue. There is no credit or point values assigned to these activities. Instead, they represent the baseline expectations for all graduate coursework.

Quizzes (40%): The first half of this course will evaluate content knowledge associated with Orientation to Professional Counseling. The second half of this course will evaluate content knowledge associated with Ethics in Counseling. The quizzes will be using a multiple choice/true-false examination format delivered via BlackBoard. Students are allowed 2 attempts to complete each quiz. The highest grade will be logged in the course gradebook.

Blackboard Discussion Post (30%): Students are to respond weekly to discussion topics as indicated in the class schedule. Main discussion board posts should be substantial in length (a minimum of 5 paragraphs) and are due by Monday (midnight or earlier) of each week.

Students are to respond to one or two of their classmates' posts and elaborate on their topic/main discussion post, offer additional information, or alternative viewpoints. If a post already has two responses, students must choose another post. Peer responses are due by Wednesday (midnight or earlier) of each week and a minimum of two paragraphs are required.

Each discussion session is worth 20 point; 13 for the main discussion post, and 7 for responses to classmates.

Ethical Dilemma Paper (30%):

In this paper students will demonstrate the ability to:

- 1) Identify an ethical problem or dilemma in counseling;
- 2) Consult with counseling professionals via professional counseling journal articles;
- 3) Research an ethical counseling concern and provide researched conclusions/contributions;
- 4) Connect the counseling concern to the *ACA Code of Ethics* and any applicable laws.

While the paper may include a discussion of possible approaches to the dilemma, the assignment will not include a “suggested action” because the goal is for students to consult with other professionals. Remember, most ethical dilemmas do not offer easy answers or conclusions.

The paper should be at least 4 pages (not including cover page and reference page). Choose a topic related to ethical practice, and research that topic. Three professional counseling journal reference articles will be the minimum. Do not use the R&H text as a reference. Your paper must be prepared using in APA formatting and style conventions.

One suggested format for your paper is:

1. Cover Page
2. General Intro to Topic/Description/Definition/Review of the Ethical Problem (Dilemma, Concern, Topic) including expert opinions on the topic. (use appropriate headings for better readability)
3. Ethical Codes Pertaining to the Dilemma (competing ethics? applicable laws?)
4. Discussion/Conclusion
5. Reference Page
6. Three professional counseling journal articles related to the dilemma. These three articles (electronic copies – must be pdf format) are to be turned in with the paper.
7. *ACA Code of Ethics* standards that are related to the dilemma.

Grading criteria for the assignment include:

- 1) On Time
- 2) Cover Page
- 3) Ethical dilemma identified
- 4) Length (4 Page Minimum)
- 5) References (minimum of 3 Counseling Journal Articles)
- 6) References – APA Style, 7th edition
- 7) 3 Counseling articles attached
- 8) Pertinent ACA Code of Ethics identified and cited
- 9) Paraphrased and cited appropriately
- 10) APA Style Paper with appropriate content and quality of writing

Students will submit all journal articles utilized for the Ethical Dilemma Paper to a link located in the Assignments folder. Not submitting the supporting documentation for the Ethical Dilemma Paper will result in a failing grade. Be sure to follow the instructions. If any problems with Blackboard are encountered, please email me ASAP.

EXTRA CREDIT OPPORTUNITIES

You will have 2 opportunities to earn extra credit toward your final course grade for this course.

- 1) **Attend a Professional Counseling Meeting or Continuing Education Event (2-hour minimum).** One opportunity for extra credit during this course is attending a professional meeting that is associated with counseling or counselor education such as an honor society meeting, local, state, or national counseling association meeting or conference. Provide documentation verifying attendance with a 1-page synopsis of the event in order to receive 3 points toward the overall course grade.
- 2) **Attend an APA 7th Edition Writing Workshop.** One opportunity for extra credit during this course is attending a writing workshop related to APA 7th Edition that supports your mastery of APA writing basics, namely formatting, style, and presentation of information. Related workshops are offered by groups such as the A&M-SA Counseling Student Organization and Texas Counseling Association. Provide documentation verifying your attendance with a 1-page synopsis of the event and in order to receive 3 points toward the overall course grade.

GRADING POLICY

Assignment	Points (%)
Quizzes	40%
Discussion Board Posts	30%
Ethical Dilemma Paper	30%

Grades will be assigned on the following point ranges:

100 – 90 = A; 89 – 80 = B; 79 – 70 = C; 69 – 60 = D; < 60 = F

Class Schedule

DATE	TOPICS & ACTIVITIES	ASSIGNED READINGS
8/27/24 Week 1 [2.F.1.b]	<p style="text-align: center;">Introduction to Course Review of Syllabus & Policies Chpt 1: What is Counseling, and Who is the Counselor?</p> <p style="text-align: center;">Blackboard Discussion Board: Introduce Yourself and Netiquette Assignment due by Friday – 8/30, and Sunday – 9/1 by 11:59pm</p>	NK Ch. 1
9/3/24 Week 2 [2.F.1.f; 2.F.1.h; 2.F.1.i]	<p>Chpt 2: Professional Associations in Counseling and Related Fields</p> <p>Chpt 3: Characteristics of Effective Counselors</p> <p>Article: Wellness Counseling: The Evidence Base for Practice Activity – Informal Self Assessment chpt 3 p. 40-43</p> <p style="text-align: center;">Blackboard Discussion Board: Wellness Activity due by Friday – 9/6 , and Sunday – 9/8 at 11:59pm</p>	NK Ch. 2&3 Myers & Sweeney (2008) Kertesz (2021)
9/10/24 Week 3 [2.F.1.a]	<p>Chpt 4: Predecessors to the Counseling Profession</p> <p>Chpt 5: The History of the Counseling Profession</p> <p style="text-align: center;">Quiz 1 – NK chapters 1, 2, 3 due by Friday - 2/13 at 11:59pm</p>	NK Ch. 4&5
9/17/24 Week 4 [2.F.1.c]	<p>Chpt 6: Current Issues and Future Trends in the Counseling Profession</p> <p>Allied Mental Health Professions & Related Workforce Projections</p> <p>Article: The Introduction of a Task Model for Crisis Intervention</p> <p style="text-align: center;">Blackboard Discussion Board: Professional Vision & Development Part 1 due by Friday – 9/20, and Sunday – 9/22 at 11:59pm</p>	NK Ch. 6 HRSA (n.d.) Myer et al. (2013)
9/24/24 Week 5 [2.F.1.g; 2.F.1.d]	<p>Chpt 7: Accreditation in Counseling and Related Fields</p> <p>Chpt 8: Credentialing in Counseling and Related Fields</p> <p>Article: The Relationship Beteen Counselors and Their State Professional Association</p> <p style="text-align: center;">Quiz 2 – NK Chapters 4, 5, 6 due on Friday – 9/27 at 11:59pm</p>	NK Ch. 7&8 Darcy & Abed-Faghri (2013)

10/1/24 Week 6 [2.F.1.e]	Chpt 3: Multiculturalism, Values, Social Justice, and Advocacy Quiz 3 – NK Chapters 7, 8 due on Friday – 9/4 at 11:59pm	R&H Ch. 3 Litam & Hipolito-Delgado (2020)
10/8/24 Week 7 [2.F.1.i; 2.F.1.k]	Chpt 1: Introduction Blackboard Discussion Board: Professional Vision & Development Plan Part 2 due on Friday – 10/11, and Sunday – 10/13 at 11:59pm	R&H Ch. 1 <i>ACA Code of Ethics</i>
10/15/24 Week 8 [2.F.1.i]	Chpt 4: Client Rights & Counselor Responsibilities Informed Consent	R&H Ch. 4 <i>ACA Code of Ethics</i>
10/22/24 Week 9 [2.F.1.i]	Chpt 5: Confidentiality and Privileged Communication Blackboard Discussion Board activity due Friday – 10/25, and Sunday – 10/27 at 11:59pm	R&H Ch. 5 <i>ACA Code of Ethics</i>
10/29/24 Week 10 [2.F.1.i]	Chpt 6: Records and Subpoenas Quiz 4 – R&H chapters 4, 5, 6 due on Friday – 11/1 at 11:59pm	R&H Ch. 6 <i>ACA Code of Ethics</i>
11/5/24 Week 11 [2.F.1.i]	Chpt 7: Competence, Assessment, and Diagnosis	R&H Ch. 7 <i>ACA Code of Ethics</i>
11/12/24 Week 12 [2.F.1.i]	Chpt 8: Malpractice and Resolving Legal and Ethical Challenges Quiz 5 – R&H chapters 7, 8 due on Friday – 11/15 at 11:59pm	R&H Ch. 8 <i>ACA Code of Ethics</i>
11/19/24 Week 13 [2.F.1.i]	Ch. 9: Boundary Issues Ch. 15: Supervision & Consultation	R&H Ch. 9 R&H Ch. 15 <i>ACA Code of Ethics</i>
Week 14 11/26/24	Writing and Library Day Individual Meetings with Professor	
12/3/24 Week 15 [2.F.1.j]	Chp. 10: Technology & Counseling Lecture: Telehealth & Credentialing <i>DUE: Ethical Dilemma Paper to be submitted to Turnitin/Blackboard on Friday 12/6 at 11:59pm</i> <i>DUE: Extra Credit Activity Summaries</i>	R&H Ch. 10 Lecture <i>ACA Code of Ethics</i>
12/10/24 Finals Week [2.F.1.m]	NO CLASS! Quiz 6 – R&H chapters 9, 10, 15 due on 12/10 at 11:59pm	<i>ACA Code of Ethics</i>

*subject to change with one week advance notice