

## **COUN 510: Professional Ethics and Law**

### **School of Health and Social Sciences**

5 Credits

Effective Date: 1/1/2023

Grading Type: Decimal

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

# Faculty Information

Faculty Name: [INSERT]

Contact Information: [INSERT]

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## Course Description

This graduate-level course provides a comprehensive overview of professional ethical codes and legal responsibilities as they relate to the practice of counseling and the development of a professional identity as a counselor. Areas of focus include professional boundaries, fiduciary responsibilities, confidentiality, dual relationships, ethical decision-making, professional disclosures, power differentials, and professional communication.

## Course Resources

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

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th Ed.). American Psychological Association.

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

**Note:** Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

## Course Outcomes

This course will prepare students to:

- a) Write a disclosure statement that describes the rights and responsibilities of both the counselor and the client.
- b) Interpret ethical codes in response to the intricate and ambiguous nature of the counseling relationship, to recognize and apply professional ethical standards, including clear and appropriate relationships with clients, colleagues, and the community.

- c) Apply an ethical decision-making model to complex scenarios in counseling practice.
- d) Gather information to assess needs and next steps in the counseling process, including evaluation for suicide/homicide risk and reporting requirements for abuse or neglect of children and vulnerable adults.
- e) Understand Washington State's Law related to the counseling profession's ethical and other issues.

## **Additional Information**

### **Tevera**

Students are expected to remain updated and keep their profiles and tasks current in the Tevera system. In each quarter and for each course in Bright Space, students should make sure that they have clicked the Tevera link for that course in the course shell. Students must complete all tasks in Tevera for each course prior to the end of each term. If there are issues with Tevera, students should follow the guidance in the "Help" section on the Tevera home page. If there are still difficulties, students may reach out to the instructor for further instructions. Students will be signing receipts of acknowledgment stating that they are both registered and trained in the use of the Tevera site. In order to get started, students should watch the most current [Tevera video orientation](#).

### **Methods of Instruction**

This course may utilize a mixture of synchronous class sessions and digital delivery methods. Methods of instruction may include lecture, discussion, role plays, case study review and consultation, video and/or media review, panels or guest speakers, and other interactive activities. Additionally, engagement with Tevera, Zoom, and Brightspace will be required, including review of content and readings, discussion boards, video review, and submission of written work or presentations.

### **Program Learning Outcomes (PLOs)**

#### **1. Professional Counseling Orientation and Ethical Practice**

Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

#### **2. Social and Cultural Diversity**

Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability, religious beliefs, and socioeconomic status through a lens of social justice and advocacy.

#### **3. Human Growth and Development**

Develops understanding and awareness into what impacts personal development through a lens of resiliency and wellness for clients across the lifespan.

#### **4. Career Development**

Demonstrates knowledge and working application of career development in counseling practice.

#### **5. Counseling and Helping Relationships**

Establishes and maintains effective counseling relationships, and employs theoretically grounded counseling techniques.

#### **6. Group Counseling and Group Work**

Applies methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

**7. Assessment and Testing**

Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/ neglect of vulnerable populations.

**8. Research and Program Evaluation**

Locates resources and critically evaluates research related to core areas of counseling to incorporate into clinical practice.

**9. Social Justice**

Demonstrates systemic understanding of the role of counselors in promoting social justice for the well-being of the greater community.

**Specialty Areas:**

**10. Clinical Mental Health Counseling**

Applies counseling theory to client presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

**11. Marriage, Couple, and Family Counseling**

Applies family systems theory to client(s) presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

**12. Professional School Counseling**

Demonstrates understanding and application of collaborative work with school and community resources to implement a K-12 comprehensive counseling program.

(Note: KPI-F: Formative/First Assessment, KPI-S: Summative/Second Assessment; where applicable)

**Course Objectives Matrix**

Course Activity/Assignment	COs	PLOs	CACREP Core	CACREP CMHC	CACREP MCFC	CACREP PSC
1) Ethical Dilemma Paper	b, c, d, e	1 (KPI-F)	1.d, 1.i, 1.j, 1.k, 1.l, 5.d	c.1.b, c.2.a, c.2.i, c.2.j, c.2.l, c.3.e	f.1.c, f.2.a, f.2.m, f.2.o	g.1.b, g.2.a, g.2.i, g.2.k, g.2.m, g.2.n, g.3.h
2) Ethical Decision-Making Consultation Presentation	b, c	1	1.b, 1.c, 1.i, 1.k, 1.m	c.2.a, c.2.l, c.3.d	f.2.a, f.2.o	g.1.d, g.2.a, g.2.b, g.2.d, g.2.k, g.3.l
3) Professional Disclosure Statement	a, e	1	1.g, 1.i, 1.j, 5.d	c.2.i, c.2.l, c.2.m	f.2.m, f.2.o, f.2.p	g.2.i, g.2.k, g.2.n

4) Group Presentation of Ethical Issues	b, d, e	1	1.d, 1.e, 1.i, 1.f	c.2.l, c.3.e, c.2.i, c.2.j, c.2.l, c.3.e	f.2.m, f.2.o	g.2.k, g.2.m, g.2.n, g.3.h
5) Required Readings & Class Activities	a, b, c, d, e	1	1.a, 1.b, 1.c, 1.d, 1.e, 1.f, 1.g, 1.h, 1.i, 1.j, 1.k, 1.l, 1.m, 5.d	c.1.a, c.1.b, c.2.a, c.2.j, c.2.k, c.2.l, c.2.m, c.3.c, c.3.d, c.3.e	f.1.a, f.1.c, f.2.a, f.2.m, f.2.n, f.2.o, f.2.p, f.3.e	g.1.a, g.1.b, g.1.d, g.2.a, g.2.b, g.2.d, g.2.i, g.2.k, g.2.l, g.2.m, g.2.n, g.3.n, g.3.o

## Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

## Course Assignments and Grading

### CityU's Standard Graduate Rubric Scale

	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Overall Score Row Value	92	85	75	0
Value Range	100-92	91-85	84-75	74-0
Decimal Range	4.0-3.7	3.6-3.0	2.9-2.0	1.9-0.0

### Overview of Course Grading

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<b>Overview of Required Assignments</b>	<b>Points</b>
Ethical Dilemma Paper	300
Ethical Decision-Making Consultation Presentation	200
Disclosure Statement	100
Group Presentation of Ethical Issues	300
Reflect and Respond (R&Rs)	100

TOTAL

1000 points

### Ethical Dilemma Paper (30% of Final Grade)

Working with clients requires recognition of the intricate and ambiguous nature of the counseling relationship. Achieving ethical awareness is a dynamic and evolving process. Ethical dilemmas are complex and multifaceted. Direct exposure to people working in the field may enhance the student's understanding of actual ethical dilemmas.

This paper will be a case study based upon a scenario given to you by your instructor related to the student's specialty area (CMHC, MCFC, PSC). In this paper, you will assess the scenario, identify the ethical dilemma(s) and use an ethical decision-making model to evaluate it and make choices as if you were faced with the situation yourself. Pay close attention to issues in the case such as suicidality and/or potential reporting requirements for abuse/neglect. This paper will be 4-6 pages in length (excluding the title, abstract, reference sections), double-spaced, and in APA 7<sup>th</sup> edition formatting. In your paper you must include the following elements:

- A summary of the ethical dilemma/situation(s)
- A reference to the relevant standard(s) of practice from the most recent ACA Code of Ethics and/or ASCA Ethical Standards, including considerations of both the law and technology as applicable
- Integration of the personal and professional relevance of the ethical situation by placing yourself in the situation and applying an approved ethical decision-making model
- A plan to address any sensitive information disclosed such as suicidality or abuse/neglect is applicable

## 1. Professional Counseling Orientation and Ethical Practices: Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

	Outcome	Below Standard	Approaching Standard	At Standard	Exceeding Standard
<b>Client-Counselor Relationships (20%)</b>	Establish and maintain appropriate relationships with clients that demonstrate clear roles, professional boundaries and a culturally-	Interactions with clients may sometimes be too informal, without clear roles or professional boundaries.	Establishes professional relationships with clients by articulating basic expectations and boundaries from the beginning. Attempts to maintain a professional and culturally-relevant approach but is not always consistent.	Establishes professional relationships with clients by articulating clear expectations and boundaries from the beginning. Maintains a professional approach through consistency and culturally-relevant communication.	Skillfully establishes professional relationships with clients by articulating clear expectations and boundaries from the beginning. Maintains a professional approach through consistency and culturally-relevant communication, frequently revisiting and revising expectations with clients to proactively address any issues that may arise.

<b>Professional Relationships (20%)</b>	relevant approach.				
	Establish and maintain professional relationships with colleagues and community members who are in service to client support and professional development.	Did not attempt to establish professional relationships with colleagues and community members related to client support.	Establishes some professional relationships with colleagues and community members related to client support, though is inconsistent.	Establishes professional relationships with colleagues and community members. Maintains these relationships through open, clear, and professional communication.	Skillfully establishes professional relationships with colleagues and community members. Maintains these relationships through open, clear, and professional communication. Prioritizes and actively facilitates relationship-building that supports clients and foster professional development.
	<b>Legal Requirements and Standards (20%)</b>	Explain and comply with appropriate protocol, policies and laws governing client care, professional disclosures, HIPAA, ACA, and reporting requirements.	Can identify key protocols, policies, and laws governing the counseling profession, but has not demonstration application of these.	Minimally explains and complies with key protocols, policies, and laws governing the counseling profession. Records are not maintained in a timely or thorough manner	Explains and complies with key protocols, policies, and laws governing the counseling profession. Maintains accurate but not fully comprehensive records.
<b>Ethical Decision Making (40%)</b>	Apply an ethical decision making model when navigating complex	Analyzes ethical decision making models and can choose an appropriate model for a given context.	Analyzes ethical decision making models and can choose an appropriate model for a given context. With prompting, applies an ethical	Critically analyzes ethical decision making models and can choose the most appropriate model for a given context. Applies an	Critically analyzes and evaluates ethical decision making models and can choose the most appropriate model for a given context. Intuitively applies an ethical decision-making model to navigate

	scenarios within the counseling practice.	Struggles to apply models in context without significant prompting and guidance; Application of model may seem forced or rote.	decision-making model to navigate ethical dilemmas within the counseling context.	ethical decision-making model to navigate ethical dilemmas within the counseling context.	complex ethical dilemmas within the counseling context, revisiting and evaluating the situation afterwards.
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## **Ethical Decision-Making Consultation Presentation (20% of Final Grade)**

Students are required to contact a counseling professional in the community and conduct a face-to-face interview (Zoom is ok) about an ethical dilemma they have faced and present the interview to the class.

To locate an interviewee, the student will contact a licensed professional, related to their specialty track (CMHC, MCFC, PSC), in a hospital psychiatric unit, a community mental health center, a university counseling center, a private practice, a school, or another professional mental health agency. After arranging the interview, the student will prepare a list of semi-structured questions to ask the interviewee (questions may change based on the interviewee's responses). Open the interview by asking "What is the most difficult ethical dilemma you have faced in your work with clients?" Direct the remainder of the interview questions toward understanding the interviewee's perceptions and experiences of this specific ethical situation.

The student will summarize the interview that was conducted and present it orally to their classmates with a corresponding PowerPoint or Prezi. The time limit for the presentation, including discussion, is not to surpass 20 minutes. In this presentation the student must include the following:

A brief description of what professional individual was interviewed and how/why the student chose this individual (Example: I chose to interview a clinical psychologist in Kirkland that primarily works with adult PTSD clients)

- A list of the interview questions asked
- A brief description of the interviewee and the reasons for selecting them
- A brief summary of the ethical dilemma discussed during the interview
- A summary of the student's thoughts on the relevant standards of practice/ethical standards in question
- A reference to the relevant standard(s) of practice from the most recent ACA Code of Ethics and/or ASCA Ethical Standards;
- A description of the student's thoughts on this dilemma, how they felt it was handled and what they might have done differently. Please be mindful of confidentiality and use initials and acronyms to describe the interviewee and any other names or identifiers.
- Outside resources as relevant

This assignment will be graded on the same rubric as the ethical dilemma paper and is presented above.

### **Disclosure Statement (10% of Final Grade)**

Students will use Washington State Law, particularly RCW 18.225.100 and WAC 246.809, the ACA Code of Ethics (or other code with approval from instructor such as ASCA Ethical Standards for PSC), and HIPAA guidelines to write a disclosure statement that describes the rights and responsibilities of both the counselor and the client utilizing a provided template. Students are expected to cite appropriate legal and ethical codes in their disclosure statement.

Students may reference Washington state statutes as well: RCW 18.225.100 and WAC 246.809

Counselors are required by law to give each client a disclosure statement that describes the rights and responsibilities of both the counselor and the client. In this assignment, students will write a draft of a disclosure statement which will be useful as students begin internship.

The assignment is graded on analysis and use of course concepts, evidence and support, organization and coherence, style and mechanics.

<b>Components</b>	<b>% of Grade</b>
Organization and Coherence	25%
Evidence and support	25%
Analysis and use of course concepts	25%
Style and mechanics	25%
<b>TOTAL</b>	<b>100%</b>

### **Group Presentation and Facilitation of Ethical Issues (30% of Final Grade)**

Achieving ethical awareness is a dynamic and evolving process. Ethical dilemmas are complex and multifaceted. Therefore, consultation with colleagues is essential to defining and resolving ethical dilemmas.

For this assignment, at least two students will collaborate on researching a specific issue relevant to ethics, co-lead a discussion and/or exercise to the rest of the class based on your findings, and distribute a handout. Because this assignment involves active collaboration with other students, all students need to work together actively in the research, design, and implementation phases. All students will receive the same grade on this assignment.

To complete this assignment, please follow these guidelines:

- 1) After gaining approval from the instructor, investigate the literature on a current ethical or legal issue. A list of possible topics is provided below. The review of the literature should encompass multiple perspectives of various authors and/or theorists and should not attempt to present a single viewpoint. Literature review should also include multicultural and social justice considerations for the chosen issue.
- 2) Co-facilitate a 15-minute presentation or experiential exercise designed to educate classmates about this issue.

- 3) Following the presentation or exercise, co-facilitate a 15-minute discussion about the relevant issues. Be prepared to highlight important areas for consideration that classmates may overlook.
- 4) Compile a resource list and bibliography that was used in preparing for this exercise. Distribute copies of the handout to classmates and to the instructor.

**Possible topics:**

1. Crisis counseling
2. Duty to Warn
3. Sexual Relations with Clients
4. Death with Dignity/Right to Die
5. Counseling Undocumented Immigrants
6. Religion and Counseling
7. Counseling Minors
8. Clients who Self-Harm
9. Conflict of values
10. Dual relationships

The assignment is graded on group participation, oral presentation, presentation materials, and organization and coherence.

<b>Components</b>	<b>% of Grade</b>
Group Participation	25%
Oral Presentation	25%
Presentation Materials	25%
Organization and Coherence	25%
<b>TOTAL</b>	<b>100%</b>

**Reflect & Respond (R&Rs) (10% of Final Grade)**

For this assignment, students will reflect on their learning process in the course on a class-by-class basis. Students will synthesize knowledge gained from assigned readings, classroom lecture, group discussion, and personal experiences to answer the following two questions at the close of each class meeting.

- 1) What is one salient part of the class that you think will be valuable to your future practice as a counselor?
- 2) What is one part of the material covered up to this point in the course that you find confusing, have a question about, or would like to seek more information?

This assignment will be graded on self-reflection and analysis and use of course concepts. As an ongoing assignment completed during each class, each week students will earn up to 10 points for completion. Thus, at the end of the 10-week term, students will have earned up to 100 points for the assignment overall.

<b>Components</b>	<b>% of Grade</b>
Self-reflection	60%
Analysis and Use of Course Concepts	40%
<b>TOTAL</b>	<b>100%</b>

# Program Policies

## Attendance Policy

- a) Attendance is expected at all course meetings, online and in-person, and is an important part of your professionalism and your engagement grade.
- b) If you anticipate missing all or part of the course meeting, you should contact your instructor as soon as you are able.
- c) Unexcused absences are not eligible for engagement points or make-up opportunities. Excused absences are eligible for engagement points but may require a makeup activity at the discretion of the instructor (i.e., attending another section of the course with advance permission).
- d) The following are reasons for an excused absence:
  - o Medical issue(s) of self or person the student is a caretaker of
  - o Death of a loved one
  - o Additional reasons may be considered at the discretion of the instructor, and documentation may be requested to confirm the excused absence
  - o Missing more than 25% of course meetings, whether excused or unexcused absences will result in a grade penalty, up to and including failing the course.
- e) For extenuating circumstances, an incomplete grade may be assigned at the discretion of the instructor.
- f) Missing course meetings in part (i.e., leaving early, arriving late, extended absence after breaks) for 10 or more minutes may result in grade penalties.
- g) Three instances of lateness will constitute one unexcused absence.

Attendance is a necessary component of earning engagement points but is not sufficient in and of itself. Engagement points require active participation in the learning environment and are reflective of the professional expectations of counselors.

- In-person, examples of engagement could include but are not limited to: engaging in group discussions, participating in-class activities, clarifying assignments with the instructor, adding to discussion boards, and thoughtful application of class content in written assignments.
- For online course meetings, this could include but is not limited to keeping your camera on and participating in discussion aloud or via chat. Online etiquette for telehealth is a helpful gauge for the expectations for course meetings as well.
- For inclement weather, students will be contacted in advance by their instructor. Students should be communicative with their instructor if they have concerns.

## Late Assignment Policy

Per Division of Arts and Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 10 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

#### OVERVIEW:

- Assignments submitted after the deadline are subject to point deductions.
- Assignments submitted after the deadline may not be eligible for partial credit or receive feedback if they are graded, depending on the discretion of the instructor.
- In the event of extenuating circumstances, students should communicate with their instructor prior to the due date.
- Requests for extensions must be submitted 48 hours in advance of the due date and instructors may require submission of the assignment at its current level of development for consideration of the extension request.

### **Participation**

Participation in all MAC courses requires active engagement in classroom discussions and BrightSpace discussions when they are a required part of the class. Participation includes the sharing of new ideas, examples, and resources; as well as constructive disagreement and incorporation of course materials and concepts in your discussion.

As future counselors, you are expected to behave in a professional and ethical manner during class time. Students who are unfamiliar with ethical responsibilities are required to review the American Counseling Association's most recent Code of Ethics ([www.counseling.org](http://www.counseling.org)). With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call, first let the instructor know and then respectfully step out of the classroom in order to respond. Computers are to be used for class-related assignments or note-taking only. If they are used for other purposes (i.e., recording, social communication, non-class-related activities), students will be asked to leave class.

Consistent attendance and a willingness to be actively involved in classroom discussions, small group activities, and at times classroom presentations or role-plays assist in creating a vibrant learning community. In certain classes, your participation is included in your course grade. In these instances, participation points cannot be made up if you are not in the class session.

### **Professional Writing**

Assignments require error-free writing that uses Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

# University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

## Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

## Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

## **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the [my.cityu.edu](http://my.cityu.edu) student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the [my.cityu.edu](http://my.cityu.edu) student portal.

## **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

## **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

## **Final Assignment Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

# **Support Services**

## **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the [my.cityu.edu](http://my.cityu.edu) portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

## Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

## Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [help@cityu.edu](mailto:help@cityu.edu) to request a user name and password.

## Course Schedule

<b>Modules/ DATE</b>	<b>Topic/Activity</b>	<b>Readings before class</b>	<b>Class Activity</b>	<b>Assignments</b>
Module 1	Introduction/Professional Identity of Counselors Professional Organizations	Introduction, Chapter 1 CACREP Guidelines		
Module 2	Principles & ethical decision making Intro to the ACA Codes of Ethics	Chapter 2 ACA (2014) Code of Ethics		
Module 3	Client rights/Counselor responsibilities Informed Consent	Chapter 4	Select group facilitation dates	Disclosure Statement
Module 4	Confidentiality & Privileged Communication	Chapter 5	Presentations •	Ethical Decision-Making Presentations
Module 5	Records, subpoenas, and expert witness status Malpractice & resolving legal and ethical issues	Chapter 6, 8	Presentations •	Ethical Decision-Making Presentations
Module 6	Multicultural issues & professional advocacy Boundary Issues	Chapter 3, 9	Presentations •	Ethical Decision-Making Presentations
Module 7	Counseling children and vulnerable groups Counseling families and groups	Chapter 11, 12	Group Presentation •	Group Presentations
Module 8	Competence, Assessment, & Diagnosis	Chapter 7, 10	Group Presentation •	Group Presentations

	Technology			
Module 9	Supervision & consultation Issues in counselor education Professional writing	Chapter 14, 15, 16	Group Presentation •	Ethical Dilemma Paper; Group Presentations
Module 10	Review	NA		