

# EDCEP 855: Professional Counseling Orientation and Ethical Practice Spring 2024

## Instructor Information

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Office hours are by appointment only

## Course Description

Designed to provide an overview of ethics and legal issues in professional counseling. To understand different levels of analysis in evaluating ethical dilemmas and how to serve the client's needs while applying and implementing appropriate legal and ethical guidelines. Effective documentation, consultation, self-care, counselor transparency, and client participation to safeguard against the threat of litigation.

## Course Intended Learning Objectives

The following table outlines the learning objectives for this course along with the CACREP standards addressed within each objective. At the completion of this course, students will be prepared to:

Learning Objective	CACREP Standard(s)
Explain the history and philosophy of the counseling profession and its specialty areas	2.F.1.a
Identify the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation.	2.F.1.b
Identify counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.	2.F.1.c
Explain the role and process of the professional counselor advocating on behalf of the profession.	2.F.1.d
Explain the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	2.F.1.e
Identify professional counseling organizations, including membership benefits, activities, services to members, and current issues.	2.F.1.f
Explain professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	2.F.1.g
Explain current labor market information relevant to opportunities for practice within the counseling profession.	2.F.1.h
Identify ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling, including legal and ethical considerations specific to school counseling.	2.F.1.i; 5.G.2.n
Explain technology's impact on the counseling profession.	2.F.1.j
Identify legislation and government policy relevant to school counseling.	5.G.2.m

## Counseling Program Key Performance Indicator(s)

KPI 4: Student is able to apply ethical and legal standards of professional school counseling in P-12 settings.

KPI Assessment: Case Study Assignments

## **KSU College of Education Vision**

Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.

## **KSU College of Education Mission**

Our vision is fulfilled through:

- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

## **KSU College of Education Conceptual Framework**

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 standards in professional studies into the following four categories:

1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

The Conceptual Framework also includes the following dispositions:

1. Values Learning and Professional Development
2. Commits to Professional, Ethical, and Legal Conduct
3. Values Positive, Caring, and
4. Embraces Diversity, Equity, and Fairness
5. Commits to Wise and Reflective Practice

The Conceptual Framework includes the following *dispositions*:

- I.) *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
- II.) *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
- III.) *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
- IV.) *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
- V.) *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

## **Required Reading Materials**

### **Textbook:**

Remley, T. & Herlihy, B. (2020). *Ethical, Legal, and Professional Issues in Counseling* (6<sup>th</sup> ed.). Pearson.

### **Provided Research Articles:**

Babb, K., Wright, G., & Lambie, G. (2023). School-based mental health telecounseling in elementary schools: Potential advantages and challenges. *Journal of Technology in Counselor Education and Supervision*, 3(2), Article 1.

Gantt-Howrey, A., Becnel, A., Shi, Y., & Lau, J. (2023). Use of the MSJCC: A content analysis of ACA journals. *Counselor Education and Supervision*, 62, 40-51. <https://doi.org/10.1002/ceas.12259>

Lambie, G. W., Stickl Haugen, J., Borland, J. R., & Campbell, L. O. (2019). Who took “counseling” out of the role of professional school counselors in the United States?. *Journal of School-Based Counseling Policy and Evaluation*, 1(3), 51-61. <https://doi.org/10.25774/7kjb-bt85>

## Instructional Delivery Methods

This course is delivered through a combination of asynchronous activities and synchronous meetings.

### Asynchronous Activities

Each week, you will have a variety of asynchronous activities to complete on Canvas. The course content is delivered on a weekly basis with each week opening on Monday and closing on Sunday. You will need to complete each week’s asynchronous activities before the closing time for that week.

### Synchronous Classes

We will meet via Zoom 8 times during the semester. During these 1-hour sessions, we will practice using counseling skills in role plays and class demonstrations. Because of the limited number of meetings, it is very important that you attend all synchronous classes. There are no makeup opportunities if you miss these meetings. You can find the complete schedule of these meetings on the course calendar at the end of this syllabus. During synchronous class meetings, your camera must be turned on and you must be visible for the duration of class. You should be in a private location during our Zoom meetings with no other individuals present in the same room as you during class.

#### Attendance Policy

To be successful in this course, you need to be present for all synchronous meetings. Any student who misses more than 10 minutes of class will be considered absent. Absences are only considered excused when they meet the criteria in the University Handbook for a University Excused Absence (<https://www.k-state.edu/provost/universityhb/fhsecf.html> - see F62). All other absences are considered unexcused. Any assignments that are missed due to an unexcused absence cannot be made up.

## Evaluation Plan

Your final grade is based on the total number of points that you have earned throughout the semester. The various ways in which you can earn points are listed below:

**Flip Discussions:** Throughout the semester, you will participate in ten video discussion boards using Flip. At the beginning of the semester, I will send you an invite code to join our course Flip group. Each week, I will post topics and discussion prompts on the Flip page. To earn credit for these assignments, you should post a video response that fully addresses the provided prompt. If your response does not fully address the prompt provided or does not follow any specific instructions provided in the prompt, you will not be able to earn credit for the Flip discussion. **Each Flip discussion is worth 15 points.** If you are new to Flip, please see here for a quick start-up guide for students: <https://help.flip.com/hc/en-us/articles/360051542894-Getting-Started-Students>

### Quizzes

You will have six quizzes throughout the semester. Quizzes will consist of a combination of multiple choice and true/false questions. Each quiz must be completed by the time and date listed on Canvas. **You can earn up to 25 points on each quiz.**

### Case Studies

You will have four case study assignments in which you will need to apply your knowledge of counseling ethics. For each case study, you must read the case and answer the provided prompts, referencing the necessary ACA ethical codes and/or ASCA ethical standards. You will upload your responses to Canvas. **You can earn up to 30 points on each case study.** To earn full credit, you must fully address each prompt, correctly identify

the relevant ethical codes/standards, and correctly apply relevant ethical concepts. A list of the topics for each case study is listed below:

- Case #1: Cultural Values Conflicts
- Case #2: Confidentiality with Minors
- Case #3: Boundaries in Rural Counseling
- Case #4: Confidentiality in Group Counseling

## Reflections

You will write three reflection papers during the semester. These papers should be written from a personal perspective, so feel free to write them in first-person. Each paper should be between 750 and 1000 words of content. Any title page information (such as name, date, course number, etc.) will not be counted towards this word count. Full credit will be awarded to papers that answer the prompt fully and appropriately. You will upload your completed papers to Canvas. **You can earn up to 50 points on each reflection paper.** The full prompt for each paper will be provided on Canvas. See below for the list of topics for each reflection paper:

- Reflection #1: My professional identity
- Reflection #2: My vision for self-care
- Reflection #3: My ideal supervisor

## Ethical Discussion Circles

During our synchronous meetings, you will participate in six ethical discussion circles. These discussions will happen in small breakout groups with your classmates. During each discussion circle, you will be given a case study or a prompt, and your group will discuss the relevant ethical standards and implications. As a group, you may be asked to make an ethical decision based on the scenario and various factors at hand. To earn points for this assignment, you must be present during the synchronous meeting and you must actively contribute to your group's discussion. **You can earn up to 30 points on each ethical discussion circle.**

## Final Exam

At the end of the semester, there will be a comprehensive final exam consisting of multiple-choice and short answer questions. You will take the exam online through Canvas. This exam covers all content throughout the course, including assigned readings, recorded lectures, and any other assigned material for the course. The exam will be taken on Canvas. The examination window, including opening date and closing date, will be announced later in the semester. **You can earn up to 250 points on your final exam.**

## Grading Scale

The minimum number of total points required for each grade is listed below:

- A = 900 pts
- B = 800 pts
- C = 700 pts
- F = 0 pts

## Academic Honesty Policy

Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor System website can be reached by going to [www.ksu.edu/honor](http://www.ksu.edu/honor). A component vital to the Honor System is the inclusion of the Honor Pledge that applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

## **Academic Accommodations for Students with Disabilities**

Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses, contact the [Student Access Center](#) at [accesscenter@k-state.edu](mailto:accesscenter@k-state.edu), 785-532-6441.

## **Classroom Conduct**

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, Number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Class courtesy and respect is important especially when course material is likely to elicit strong personal opinions. Please remember that others may not share your opinions and each student's points of view are to be respected. Disrespect of others will not be tolerated in the class.

## **Mutual Respect and Inclusion in K-State Teaching and Learning Spaces**

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State Principles of Community <https://www.k-state.edu/about/values/community/>.

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the Student Ombudsperson Office. Violations of the [student code of conduct](#) can be reported here <https://www.k-state.edu/sga/judicial/student-code-of-conduct.html>. If you experience bias or discrimination, it can be reported here <https://www.k-state.edu/report/discrimination/>.

## **Statement Regarding Discrimination, Harassment, and Sexual Harassment**

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a duty to report any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment ([PPM 3010](#)).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's Office for Institutional Equity (OIE) using the online reporting form. Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the Kansas State University Police Department or the Riley County Police Department. Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential

support and advocacy can be found with the K-State Center for Advocacy, Response, and Education (CARE). Confidential mental health services can be found with Lafene Counseling and Psychological Services (CAPS). Academic support can be found with the Office of Student Life (OSL). OSL is a non-confidential resource. A comprehensive list of resources is available here. If you have questions about non-confidential and confidential resources, please contact OIE at [equity@ksu.edu](mailto:equity@ksu.edu) or (785) 532-6220.

### **Campus Safety**

Kansas State University is committed to providing a safe teaching and learning environment for students and faculty members. In order to enhance your safety in the unlikely case of a campus emergency make sure that you know where and how to quickly exit the classroom and how to follow any emergency directives. To view additional campus emergency information, go to the University's main page, [www.k-state.edu](http://www.k-state.edu), and click on the Emergency Information button.

### **K-State Email Account & Canvas**

Please check your K-State email account and our course Canvas page regularly throughout the semester. Important information and class announcements will be shared through these electronic platforms.

### **Statement on Mental Health**

Your mental health and good relationships are vital to your overall well-being. Symptoms of mental health issues may include excessive sadness or worry, thoughts of death or self-harm, inability to concentrate, lack of motivation, or substance abuse. Although problems can occur anytime for anyone, you should pay extra attention to your mental health if you are feeling academic or financial stress, discrimination, or have experienced a traumatic event, such as loss of a friend or family member, sexual assault or other physical or emotional abuse. If you are struggling with these issues, do not wait to seek assistance.

- Kansas State University Counseling Services ([k-state.edu/counseling/](http://k-state.edu/counseling/)) offers free and confidential services to assist you to meet these challenges.
- Lafene Health Center (<https://www.k-state.edu/lafene>) has specialized nurse practitioners to assist with mental health.
- The Office of Student Life ([k-state.edu/studentlife](http://k-state.edu/studentlife)) can direct you to additional resources.
- K-State Family Center offers individual, couple, and family counseling services on a sliding fee scale (<https://www.hhs.k-state.edu/familycenter/>).
- Center for Advocacy, Response, and Education (CARE) provides free and confidential assistance for those in our K-State community who have been victimized by violence (<https://www.k-state.edu/care/>).

## Tentative Course Calendar

Please complete all assigned readings prior to the class date listed.

Week	Dates	Topics	Assignments	Readings	CACREP Stds.
1	01/16/24 – 01/21/24	<b>Introduction to Ethical, Legal, &amp; Professional Issues in Counseling</b>  <b>Class Meets via Zoom on 01/17/2024 5:00PM – 6:00PM Central Time</b>	Flip #1	Remley & Herlihy: Ch. 1	2.F.1.a, 2.F.1.b, 2.F.1.i, 5.G.2.n
2	01/22/24 – 01/28/24	<b>Professional Identity of Counselors</b>	Flip #2 Quiz #1 Reflection #1	Remley & Herlihy: Ch. 2  Article: Lambie et al., 2019	2.F.1.a, 2.F.1.b, 2.F.1.f, 2.F.1.g, 2.F.1.i, 5.G.2.n
3	01/29/24 – 02/04/24	<b>Multiculturalism, Values, Social Justice, &amp; Advocacy</b>  <b>Class Meets via Zoom on 01/31/2024 5:00PM – 6:00PM Central Time</b>	Flip #3 Quiz #2 Case #1	Remley & Herlihy: Ch. 3  Article: Gantt-Howrey et al., 2023	2.F.1.d, 2.F.1.e, 2.F.1.i, 5.G.2.n
4	02/05/24 – 02/11/24	<b>Client Rights and Counselor Responsibilities</b>	Flip #4	Remley & Herlihy: Ch. 4	2.F.1.i, 5.G.2.n
5	02/12/24 – 02/18/24	<b>Confidentiality &amp; Privileged Communication</b>  <b>Class Meets via Zoom on 02/14/2024 5:00PM – 6:00PM Central Time</b>	Quiz #3 Case #2	Remley & Herlihy: Ch. 5	2.F.1.i, 5.G.2.n
6	02/19/24 – 02/25/24	<b>Records &amp; Subpoenas</b>	Flip #5	Remley & Herlihy: Ch. 6	2.F.1.i, 5.G.2.n
7	02/26/24 – 03/03/24	<b>Competence, Assessment, &amp; Diagnosis</b>  <b>Class Meets via Zoom on 02/28/2024 5:00PM – 6:00PM Central Time</b>	Quiz #4	Remley & Herlihy: Ch. 7	2.F.1.i, 5.G.2.n
8	03/04/24 – 03/10/24	<b>Malpractice and Resolving Legal and Ethical Challenges</b>	Flip #6 Reflection #2	Remley & Herlihy: Ch. 8	2.F.1.i, 5.G.2.m, 5.G.2.n
	03/11/24 – 03/17/24	<b>Spring Break – No Class</b>		<b>Enjoy your break!</b>	

9	03/18/24 – 03/24/24	<b>Boundary Issues</b>  <b>Class Meets via Zoom on 03/20/2024 5:00PM – 6:00PM Central Time</b>	Quiz #5 Case #3	Remley & Herlihy: Ch. 9	2.F.1.i, 5.G.2.n
10	03/25/24 – 03/31/24	<b>Technology in Counseling</b>	Flip #7	Remley & Herlihy: Ch. 10  Article: Babb et al., 2023	2.F.1.i, 2.F.1.j, 5.G.2.n
11	04/01/24 – 04/07/24	<b>Counseling Children &amp; Vulnerable Adults</b>  <b>Class Meets via Zoom on 04/03/2024 5:00PM – 6:00PM Central Time</b>	Quiz #6	Remley & Herlihy: Ch. 11	2.F.1.i, 5.G.2.n
12	04/08/24 – 04/14/24	<b>Counseling Families &amp; Groups</b>	Flip #8 Case #4	Remley & Herlihy: Ch. 12	2.F.1.i, 5.G.2.n
13	04/15/24 – 04/21/24	<b>Professional Relationships, Private Practice, and Health Care Plans</b>  <b>Class Meets via Zoom on 04/17/2024 5:00PM – 6:00PM Central Time</b>		Remley & Herlihy: Ch. 13	2.F.1.c, 2.F.1.h, 2.F.1.i, 5.G.2.n
14	04/22/24 – 04/28/24	<b>Supervision &amp; Consultation</b>	Flip #9 Reflection #3	Remley & Herlihy: Ch. 15	2.F.1.i, 5.G.2.n
15	04/29/24 – 05/05/24	<b>Course Wrap-Up</b>  <b>Class Meets via Zoom on 05/01/2024 5:00PM – 6:00PM Central Time</b>	Flip #10		
16	05/06/24 – 05/08/24	<b>Final Exam</b>	Final Exam		