



EDCO 5241: Ethical, Legal, and Professional Issues in School Counseling

Instructor Information:

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Course Web Site: [http:// www.uta.edu/faculty/mlcrow/](http://www.uta.edu/faculty/mlcrow/)

Course Information:

Course Title: Ethical, Legal, and Professional Issues in School Counseling
Course Number: EDCO 5241
Course Location: Trimble Hall 101
Course Date & Time: Wednesdays, 5:30 – 7:20 PM

Course Description:

A study of ethical, legal, and professional issues involved in the provision of guidance and counseling services in an educational setting. Content includes issues of confidentiality and privileged communication, record keeping, malpractice, client's rights, counselor responsibilities, codes of ethics and relevant laws.

Course Prerequisites:

There ARE requirements to enter UTA's Counseling Certificate Program. Other than that, there are no specific prerequisites for this course.

Style of Course:

This 2-hour course does not require a major course project but relies heavily on weekly outside reading assignments and homework, and participation in class discussions and activities. There will be a field component that involves interviewing school counselors. The 2 tests require material to be memorized.

You are responsible for following exact instructions in this course syllabus. Keep it and refer to it throughout this semester.

I. Tests:	70 points
Test #1: (Mid Semester)	30 points
Test #2: (Final Exam)	40 points
II. Outside reading and weekly homework assignments including 3 guided reflections	21 points
III. Counselor Interviews	9 points

Total possible points: 100 points

Required Textbook and Packet:

- Course Packet: Located at Bird's Copies: 208 South East Street, Arlington, Texas (817) 459-1688. (Packet includes ACA's Code of Ethics, ASCA Position Statements, etc.)
- Textbook: Schellenberg, Rita, (2012), The School Counselor's Study Guide for Credentialing Exams. Routledge, Taylor and Francis Group. ISBN #978-0-415-88875-2 (paperback) Note: This book is NOT just for this one course; it will be used for your entire program and will be a study guide for your state examination. Be prepared to keep it throughout the program.
- TK 20 Software (UTA Bookstore)

Optional Textbooks for Reading or Purchase: (All are also available in Dr. Crow's office)

- Remley, T.P. Jr. & Helihy (2007) Ethical, Legal, and Professional Issues in Counseling. Updated 2E, Pearson: Merrill Prentice Hall. Paper.
- Bernstein, B.E. & Hartsell, T.L. Jr. (2000) The Portable Ethicist for Mental Health Professionals, an A-Z Guide to Responsible Practice. Wiley. Paper.
- Welfel, E.R. (2010) Ethics in Counseling and Psychotherapy, Standards, Research and Emerging Issues, 4E, Brooks/Cole Cengage Learning. Paper
- A Guide to Ethical Conduct for the Helping Professions, 3E, Merrill Education. Paper.
- Codes of Ethics for the Helping Professions, 4E, Brooks/Cole Cengage Learning. (This includes 17 different ethical codes from different professional organizations.)
- Corey, G., Corey, M.S., and Callanan, P. (2011) Issues and Ethics in Helping Professions, 8E, Brooks/Cole/Thompson Learning/Cengage Learning. Paper.

COURSE Learning Outcomes:

The student will be able to:

1. Cite and explain the legal, ethical and professional responsibilities that pertain to school counselors and school counseling.
2. Commit to support and abide by the legal, ethical and professional responsibilities that pertain to school counselors and school counseling.

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared cause, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education and Health Professions is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values

Diversity	Learner Centered	Collaboration	Researched Based
Field Experience	Life Long Learning	Excellence	Technology

Conceptual Framework:

The work of the College of Education and Health Professions is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education and Health Professions, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Partners for the Future serves as the theme of the College of Education and Health Professions and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

Attendance and Drop Policy:

Class Attendance

The once-a-week class meeting makes it necessary to require attendance! Absences will, therefore, be carefully monitored. Two (2) absences will result in a ceiling grade of B (or a one-letter grade reduction). Three (3) absences will result in a ceiling grade of C (or a two-letter grade reduction). Four (4) absences will result in failure of the course. Three tardies will constitute one absence. Please plan to be present and on time at all class sessions. If you must miss a class, it is your responsibility to obtain the information and any assignments from a classmate or from the Course Calendar, and to notify your Professor. It is the student's responsibility to keep up with deadlines, dates, and assignments.

Adds and Drops

Adds and drops may be made during late registration either by SAM, by the Web or in person in the academic department offering the course. Drops may continue in person through the 12th week of class. Students are responsible for adhering to the following regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in summer sessions as noted on the summer session calendar.

- A student may not add a course after the end of late registration.
- No grade is given if a student drops a course before the Census Date of that semester.
- A student may drop a course with a grade of Q during the first six weeks of class.
- From the seventh week of class through the 12th week of class, a student may drop a course with a grade of W if passing or a grade of F if failing.
- A student may not drop a course after the 12th week of class.
- The dean of the college or school in which the student is majoring may require a student to drop a course at any time upon the recommendation of the instructor and the concurrence of the department chair.
- Students wanting to drop all courses for which they are enrolled must withdraw from the University.

Policies:

Please turn off all cell phones, pagers, and other electronic equipment during class.

Assignments/Late Work: Assignments and tests must be turned in/taken according to the Class Schedule. Late work will be penalized points for each day late. Make-up examinations, if available, must be scheduled only for true emergencies.

Library Information:

Andy Herzog is the Education Librarian. He can be reached at 817-272-7517 or <http://libguides.uta.edu/content.php?pid=3765> and by email at amherzog@uta.edu.

Grade Calculations:

Mid Semester Test	30 Points
Final Exam	40 points
Outside reading/Weekly homework	21 points
Counselor Interviews*	<u>9 points</u>
TOTAL 100 points	

90 – 100 points.....	A
80 – 89 points.....	B
70 – 79 points	C
60 – 69 points	D
59 or below.....	F

**** Text and packet assignments must be read (and marked if appropriate) before class. They will be discussed during the following class meeting. This course has heavy reading commitments; do NOT get behind in your reading assignments.***

Course Calendar (Dr. Crow) EDCO 5241

Fall, 2014 Wednesdays 5:30 – 7:20 PM

<u>DATE</u>	<u>COURSE CONTENT</u>
Week 1 8/27	Introductions, Textbook, Course Packet. Read and study thoroughly ASCA Ethical Standards for School Counselors, pp. 427-445 in textbook. Mark it and be prepared to discuss and apply. Also read Chap. 3, Moral, Ethical & Legal Issues in School Counseling by Dollarhide & Saginak (in course packet).
Week 2 9/3	ASCA Ethical Standards for School Counselors and the Dollarhide & Saginak chapter. For next week read, study, and mark pp. 1 – 26 of ASCA Position Statements in course packet.
Week 3 9/10	ASCA Position Statements. For next week read and study pp. 27 – 53 of ASCA Position Statements
Week 4 9/17	ASCA Position Statements, pp. 27 – 53. For next week, read Chapter 12 of Welfel's "The Counselor in the Schools". (in course packet). Focus on state and federal statutes, pp. 364 – 372.
Week 5 9/24	Welfel Chapter. For next week, study first half of List of Abbreviations from textbook, pp xxvii – xxix. Also read the new 2014 ACA Code of Ethics in course packet.
Week 6 10/1	Welfel's Case Studies and Discussion Questions. For next week, study 2 nd half of List of Abbreciations from textbook. Discuss ACA ode of Ethics.
Week 7 10/8	Case Studies; Review for Mid-Semester Exam.
Week 8 10/15	Mid-Semester Exam (bring Scantron 882-E and #2 pencil)
Week 9 10/22	Empathy Training (Catkhuff's Scoring) – plus, "I hate this stupid school" handouts. For next week, read and do the text activities from your text book pp. 1 – 39.
Week 10 10/29	Empathy Training (I hate this stupid school") For next week, read and do the text activities from your text book pp. 39 – 75.
Week 11 11/5	In-class activity, do Chapter 1: Guided Reflection, pp. 76 – 78. (stop after "supervision", and turn in); Case Studies. For next week, read from your textbook pp. 81 – 122.
Week 12 11/12	School counselor interviews* discussed in class. For next week, read and do the text activities from your text book pp. 159 – 185.
Week 13 11/19	In-class activity, do Chapter 3: Guided Reflection, pp. 186 – 187. Turn in. For next week, read Chapter 6 and do the text activities in your text book pp. 255 – 287. Begin preparation for Final Exam.
Week 14 11/26	In-class activity, do Chapter 6: Guided Reflection pp. 287 – 289. Turn in. For homework, study the Glossary in your text book pp. 407 – 416 and prepare for Final Exam.
Week 15 12/3	Final Exam Review or TBA
Week 16 12/10	Final Exam (Bring Scantron 882E and #2 pencil)

Note: The instructor reserves the right to change the content or dates on this calendar depending upon class enrollment and other circumstances.

FIRST DAY OF CLASSES: Aug. 21, 2014

THANKSGIVING HOLIDAYS: Nov. 27 – 28, 2014

LABOR DAY HOLIDAY: Sept. 1, 2014

School Counseling Interviews*

Throughout the semester, as you are learning about ethics and laws pertaining to school counselors, contact 3 school counselors from 3 different Texas schools and if possible, from 3 different school districts. You may do this in person, by telephone, by snail mail, or by email – your choice. Please interview counselors who are at the same level where you hope to be employed. The results of these three interviews will be due November 12.

Introduce yourself as a graduate student studying to become a school counselor and ask them these 3 questions.:

1. Regarding informed consent, what is your school's/district's policy about providing individual or group counseling services to students; do you require parent or any other type of permission?

If yes, how is this obtained?

2. Under what circumstances is it your school's/district's policy to breach a child's/student's confidentiality - harm to self or others, suspected abuse, sexual activity, drug use, pregnancy, etc.?

3. Regarding FERPA (P.L. 93-380), what is your school's/district's policy for protecting the privacy of student records and for providing parents with rights regarding those records?

NOTE: Remember that you must get the name of the counselor, the name of the school, and the name of the school district. If you want to audiotape a telephone conversation or an in-person interview, you MUST ask permission first. Remember your manners; THANK the counselor.

Email Communication:

UTA e-mail will be considered the official means of communication between the university and students, effective August, 2005. Utilize your UTA e-mail for all communications.

American with Disabilities Act (ADA):

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Student Support Services:

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals. Also send a message to: resources@uta.edu.

Academic Honesty:

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22). All students are expected to adhere to the following UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Electronic communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events as well as to transact university-related business regarding tuition, grades, graduation, etc. All students are assigned a MavMail account for using this account, which remains active even after graduation.

Go to: <http://www.uta.edu/oit/cs/email/mavmail.php>.

Expectations for Out-Of-Class Study: A general rule of thumb is that for every credit hour earned, a student should spend 3 hours per week working outside the class. Hence, a three-credit hour course would have a minimum expectation of 9 hours of reading, studying, preparing assignments, etc.