I. Course Description
Students will receive an overview of significant professional, legal, and ethical considerations applicable to the counseling process. Attention is also given to issues of licensure.

II. Student Learning Objectives
This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.

Completion of this course should enable the student to:

1. Articulate the history, professional roles, organizational structures, ethics, standards and credentialing of professional counseling. KO1.
2. Explain the importance of social and cultural diversity, including the cultural context of relationships, issues, and trends in a multicultural society. KO2.
3. Demonstrate adherence to ethical and legal standards of the professional counseling. PSO1.
4. Demonstrate recognition of personal limitations as a professional counselor and the need to seek supervision or refer clients when appropriate. PSO3.
5. Demonstrate effective service provision to clients in a multicultural society. PSO4.
6. Explain the importance of boundaries and limitations to competency. PAO1.

III. Knowledge Base
Michigan Educational Requirement for Admission to the Examination for Professional Counselor Licensure—This course meets the Michigan Administrative Code (SOAHR) requirement for Professional Ethics—R 338.1753 Rule 3 (2)(g).

IV. Course Requirements
A. Textbooks and Other Materials

Additional resources (videos, case studies, etc.) will be provided via Blackboard.
B. Attendance & Tardiness Policy
According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

C. Assignments/Assessment of Student Learning
Classroom preparation & plagiarism policy - It is strongly recommended that you come to class with a heart submitted to God and with a teachable mind. Come prepared by reading and integrating all textbook assignments and by functioning as facilitator on your designed night. Acts of plagiarism will not be tolerated. Students found guilty of plagiarism will receive a failing grade on the assignment and are subject to receive a failing grade in the course and dismissal from the Counseling Program.

Late work policy - All written assignments are to be completed ON TIME. Late assignments are accepted and automatically reduced a full letter grade. For example, if an assignment is submitted late and meets the standard for earning an A, the grade of B is highest earnable grade – with no exceptions. Grades of “E” (extension) will be given only in extreme situations and only if the appropriate paperwork is filed in a timely manner.

Please note distracting behavior is potentially disruptive to the instructor and your fellow classmates. Consequently, the instructor will inquire during class if she believes you to be engaging in activities that is not conducive to academic engagement (e.g. laying down, excessive texting, watching tv, etc.).

APA – The mental health field adheres to the writing style espoused by the American Psychological Association. As such, it is IMPERATIVE that counselors are proficient with APA nuances (and there are many). It is strongly suggested that one invests the time and efforts necessary to master this in the first quarter. Students will not be graded down on the first assignment regarding this matter. However, it is expected that all corrected errors will be incorporated in future assignments. Failure to do so will result in deductions for each error.

1. LEGAL OR ETHICAL ISSUES IN COUNSELING PAPER: SLO# 1,2,3,4,5,6

Choose a legal or ethical issue to discuss, preferably based on something you might face due to your internship location, your likely specialization, or other factors. This issue must include the need for ethical decision-making, and your decision.

In six to eight pages, explore the issue fully in APA style. It is expected that a minimum of four graduate level resources (scholarly) including and not limited to the texts will be used. INTERNET SOURCES, IF USED, MUST MEET THIS REQUIREMENT. (The cover page, abstract page, and reference page must be numbered, but are not included
in counting pages for this paper.) Do not choose an issue too broad for this length of paper.

Use the following format, to the extent that it can be applied:

I. Abstract and Introduction
II. Definition of the ethical issue (dilemma) and its several facets [what is happening, current law, relevant ethical code provisions (especially ACA code), special populations or cultural concerns, etc.], as well as reasons for points of view on various aspects of the situation, which cause it to be a “dilemma” or “issue.”
III. Implications for the professional practicing counselor (how you could be impacted). This could include a brief scenario.
IV. Helpful steps to be taken to avoid or solve the ethical problem (the steps can be preventative, educational, informational, etc.) Come to a conclusion / opinion. The ethical decision-making model must be employed.
V. Special considerations for the Christian and / or pastoral counselor

Grading of the paper will be based on clarity of presentation, thoroughness of re-search, applicability of material selected, and organization of the presentation, following APA style. Also, norms regarding plagiarism, proper citation of sources and the use of inclusive language according to APA style and Ashland guidelines in the Student Handbook are mandatory.

2. PROFESSIONAL DISCLOSURE STATEMENTS (PDS): SLO# 3,4,6
   a. In two (2) pages or less write a Professional Disclosure Statement according to Michigan’s licensure requirements and the guidelines presented in class. All information in the statement must accurately reflect your present student status. You may use “Xs” for license numbers.
   b. In two (2) pages OR LESS write a Professional Disclosure Statement according to Michigan’s licensure requirements and the guidelines presented in class. All information in the statement must accurately reflect your status upon graduation from this program. Alternatively, include with this disclosure statement your educational form needed to receive your Limited license upon graduation. Note: upon graduation, you will—in Michigan—receive only a limited license. You may use “Xs” for license numbers.

Formats for the PDS vary, samples will be provided. APA is not used for this assignment.

3. ETHICAL RESOLUTION EXERCISE: SLO# 2,3,4,5,6
   as in class exercises, students will apply the Corey, Corey & Callanan ethical decision-making model to a scenario provided in class. There are no make-up opportunities for this assignment.
4. **FINAL EXAM: SLO# 1,2,3,4,5,6**
Students will take a multiple-choice comprehensive exam online during week 15.

V. **Calculation of Grade & Connection with Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal/Ethical Decision Paper</td>
<td>1,2,3,4,5,6</td>
<td>45%</td>
</tr>
<tr>
<td>Professional Disclosure Statements</td>
<td>3,4,6</td>
<td>20%</td>
</tr>
<tr>
<td>In-class Ethical Resolution Exercise</td>
<td>2,3,4,5,6</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1,2,3,4,5,6</td>
<td>25%</td>
</tr>
</tbody>
</table>

VI. **Tentative Course Schedule (subject to change at professor’s discretion)**

<table>
<thead>
<tr>
<th>PLAN OF WORK Week</th>
<th>Topics</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (January 20)</td>
<td>Assigned Readings.</td>
<td>Read professional article provided on Blackboard for week one prior to class.</td>
</tr>
<tr>
<td>Week 2 (January 27)</td>
<td>Introduction to Professional Ethics.</td>
<td></td>
</tr>
<tr>
<td>Week 3 (February 2)</td>
<td>The Counselor as a Person and as a Professional.</td>
<td>In-class issue or ethical dilemma.</td>
</tr>
<tr>
<td>Week 4 (February 10)</td>
<td>Values and the Helping Relationship.</td>
<td></td>
</tr>
<tr>
<td>Week 5 (February 17)</td>
<td>Multicultural Perspectives and Diversity Issues.</td>
<td>In-class issue or ethical dilemma</td>
</tr>
<tr>
<td>Week 6 (February 24)</td>
<td>Client Rights and Counselor Responsibilities.</td>
<td></td>
</tr>
<tr>
<td>PLAN OF WORK Week</td>
<td>Topics</td>
<td>Reading Assignments</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Week 8 (March 10)</td>
<td>Managing Boundaries and Multiple Relationships.</td>
<td></td>
</tr>
<tr>
<td>Week 9 (March 17)</td>
<td>Professional Competence and Training.</td>
<td></td>
</tr>
<tr>
<td>Week 10 (March 24)</td>
<td>Ethical Issues in Supervision.</td>
<td></td>
</tr>
<tr>
<td>Week 11 (March 31)</td>
<td>Issues in Theory and Practice.</td>
<td></td>
</tr>
<tr>
<td>Week 12 (April 7 )</td>
<td>Ethical Issues in Coupes and Family Therapy.</td>
<td></td>
</tr>
<tr>
<td>Week 14 (April 21)</td>
<td>Community and Social Justice Perspectives.</td>
<td></td>
</tr>
<tr>
<td>Week 15 (April 28)</td>
<td></td>
<td>Final Exam Online due by Wednesday at midnight (11:59 pm).</td>
</tr>
</tbody>
</table>

**VII. Recommendations for Lifelong Learning**

Lifelong learning is a vital part of the continued personal and professional development of the counselor. Suggestions that might enhance students’ lifelong learning opportunities would include, but not be limited to, the following:

- Thoughtfully read and reflect upon the selected references at the end of this syllabus. Consider membership in professional counseling associations, such as the American Counseling Association (ACA), the Association for Christian Counselors (AACC), Michigan Mental Health Counselors Association (MMHCA).

- Develop regular reading of the counseling literature. These are listed to give you ideas of consideration, there are many journals from which to choose. Please focus readings towards your particular areas of interest. *The Journal of Counseling and Development, The Counseling Psychologist, Counseling and Values, Counselor Education and Supervision, Journal of Psychology & Christianity, and Journal of Marital Therapy, The Journal of*
VIII. Seminary Guidelines

A. ATS Academic Integrity Policy
Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

B. Ashland Multiliteracy Center (AMuLit Center)
The writing center has expanded to become the Ashland Multiliteracy Center for Writing, Speaking, and Digital Communication, or AMuLit Center for short.
- Receive one-on-one feedback from an AMuLit Center graduate consultant on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, and much more!
- Our default type of appointment for graduate students is conducted asynchronously via email. In other words, after you make an appointment through our online scheduler (WCOnline), you attach a draft to the appointment, then within 48 hours of the scheduled appointment, one of our consultants reviews your paper and emails you feedback. We also offer synchronous (live) appointments via Zoom by request.
- To schedule an asynchronous email appointment, go to www.ashland.mywconline.com (you will need to register for an account the first time you use the scheduler).
- To schedule a synchronous (live) Zoom appointment, please email us at amulitcenter@ashland.edu.
- Visit our graduate services webpage for more information - https://www.ashland.edu/administration/graduate-online-adult-center-academic-support/resources-students/graduate-writing-consultation

C. Accessibility Resources and Accommodations
It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7 92-96 Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3 89-91 Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0 86-88 Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7 83-85 Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3 80-82 Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0 77-79 Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7 74-76 Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3 71-73 Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0 68-70 Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.7 65-67 Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0 Below 65 Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
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<td></td>
</tr>
</tbody>
</table>

**IX. Websites and Other Resources:**

A site with a great deal of information on licensing information in every state, ethics, and links to other useful counseling sites:

A link on the NBCC site explaining the National Counseling Exam (NCE), required for a License as a Professional Counselor (LPC):
https://www.nbcc.org/Exams/NCE

The website for the American Counseling Association
www.counseling.org

The website for the Michigan Mental Health Counselors Association
www.mmhca.org

The website for the American Association of Christian Counselors
www.aacc.net

The website for the State of Michigan licensure information
www.michigan.gov/lara/0,4601,7-154-35299_28150_27529_27536---,00.html

The counselor license application

Information required for the professional disclosure statement:
Any questions regarding licensing as a professional counselor (LPC) for Michigan:
Michigan Department of Licensing and Regulatory Affairs
Bureau of Professional Licensing
Investigations & Inspections Division
P.O. Box 30670
Lansing, MI 48909
(517) 241-0205

Exam requirement: NCE
State credential: LPC

VIX. Selected Bibliography
This list contains aged resources, some of which are available in PDF formats. These are provided for the foundational content they provide that are not necessarily time sensitive. Relevant, time sensitive material will be provided as professional readings.


