CSL6745.E1 School Counseling Ethics
Winter 2021

PROFESSOR INFORMATION:
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COURSE INFORMATION:
CSL6745.E1 School Counseling Ethics
Level: Graduate
Beginning Date of Session: Saturday, December 5, 2020
Ending Date of Session: Thursday, February 25, 2021
Student access available to the Student Portal: Saturday, December 5, 2020.

Winter Holiday Break:
Friday, December 18th, 2020 through Friday, January 1st, 2021
(Classes resume on Saturday, January 2nd, 2021)

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:
None

TEXTBOOK(S) AND REQUIRED MATERIALS:
Title: School Counseling Principles: Ethics and Law
Author: Carolyn Stone, EdD
Publisher: American School Counselor Association
Year Published: 2017
Edition: 4
Price: Available at http://amberton.ecampus.com

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University’s website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student’s location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University’s Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

APA Requirement
APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA
The ethics related to school counseling differ in focus from that of a professional counselor. There are separate professional organizations as well as separate work environments. School Counselors work with minors in a school setting that is designed for academics. Issues that face children and adolescents on a personal-social level do impact progression in the academic areas and need counselor intervention and consultation. The Education Code is the guiding framework for school counselor’s work, and it has become more complex in interpretation and implementation. Legal issues are quickly becoming a concern for school counselors as they practice in the public setting.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Examining trends in the codes of ethics and ethical decision-making within the counseling profession.
2. Describing and analyzing the ethical, legal, and professional standards of the counseling profession, including state and national ethical and legal codes related to mental health counselors.
3. Managing high risk behaviors in the school culture such as self-injurious behaviors, suicidal ideation, and potential for violence.
4. Developing appropriate case notes, guidelines for court testimony, and responding to subpoenas in the role of the school counselor.
5. Documenting rules and regulations for the counselor position in the public schools through the Texas Administrative Codes, Attorney General Decisions, and Federal Guidelines.
6. Communicating with administrators, teachers, parents and other school personnel within legal and ethical guidelines while protecting and maintaining student confidentiality.
7. Defining and understanding crisis intervention in the helping professions.
8. Examining the differences between crisis counseling and psychotherapy.
9. Defining consultation and supervision as related to the counseling profession.
10. Demonstrating via case studies the ability to apply ethical decision-making skills.
11. Discussing confidentiality, privileged communication, duty to warn, informed consent, dual relationships, privacy, right of clients, professional liability, and malpractice in mental health setting.
12. Assessing one’s own values, attitudes, and beliefs as a helping professional.
13. Discussing the ethics of academic advisement of students in the public school setting.
14. Communicating an understanding of the ethical guidelines concerning college admission process, college letters of recommendation and scholarship needs for the student.
15. Demonstrating the best practices of student assessment for career programs and career advisement along with advocacy in selection of students for special school programs and leadership roles.
16. Distinguishing between the role of the counselor in the school culture and that of a private practice setting.
17. Demonstrating the need for confidentiality issues on a school campus and the areas in which that is appropriate.
18. Demonstrating the best process for data collection and its uses for the best student academic outcome.
19. Explaining high stakes testing and related stressors in the school culture.
COURSE POLICIES:
No make-up exams, assignments, or extra credit work. Keep instructor updated if any questions and/or concerns arise.

Student's Responsibilities
This syllabus contains information, policies and procedures for a specific course. By enrolling, the student agrees to read, understand and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:
Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student’s responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student’s responsibility to follow the university’s policy on formally withdrawing from a course. Ceasing to attend classes does not constitute an official withdrawal.

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. Attendance in a distance learning course is defined as active participation in the weekly online class sessions. “Active participation” can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be dropped at the discretion of Amberton University.

Plagiarism Policy
Plagiarism is using another person’s work as your own. Plagiarism is a violation of the University’s code of student ethical conduct and is one that is taken seriously. Amberton University operated on an honor system, and honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton University students are expected to abide by the honor system and maintain academic integrity in all of their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based anti-plagiarism services and applications at any time.

COURSE OUTLINE AND CALENDAR:

The course outline is the critical component of the course. It is in the outline that topics and learning resources are brought together. Aside from a personal lecture (not available to e-Course students) the course outline should sufficiently inform the student of all the information (type, source, and important due dates) that will be learned in the course. Do not include the actual assignments and exercises within the syllabus, but do include important due dates, activities scheduled, as well as, examination dates.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
<th>Competencies Covered</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| Week 1 12/5/20 | Welcome & Introductions Introduction Professionalism | *Assigned readings (each week)  
*Complete google form survey on Moodle  
*Syllabus lecture  
*Post introduction forum | 1, 9, 12, 13, 14, 15, 17 | End of week |
| Week 2 12/12-12/17 | Cyberspace Family Education Rights & Privacy Act (FERPA) Student | *Syllabus statement of understanding  
*Article discussion | 2, 4, 5, 6, 11, 17, 18, 19 | End of week |
| Holiday 12/18-1/1 | | | | |
| Week 3  | Negligence  | *ASCA webinar & reflection post  
| 1/2-1/8 | Self-harm behaviors *Discussion forum  |
|         | *FERPA quiz  |
|         | 5, 7, 11 End of week |
| Week 4  | Obligations to the Court Child Abuse  | *Court witness assignment  
| 1/9-1/15 | *District/campus child abuse procedures  
|         | *Work on jurisprudence exam  |
|         | 4, 11 End of week |
| Week 5  | MIDTERM EXAM content: Stone 1-7  | *MIDTERM EXAM Due Sunday, 1/24  
| 1/16-1/22 | *Jurisprudence Exam Due Sunday, 1/24  |
|         | All End of week |
| Week 6  | Individual & Group Counseling  | *District/campus group permission form  
| 1/23-1/29 | *Sexually active student quiz  |
| TEA Model expectations | 3, 6, 8, 16 End of week |
| Sexually Active Students |
| Week 7  | Lesbian, Gay, Bisexual, Transgender and Question Students Sexual Harrassment Bullying, Cyberbullying, Sexting David’s Law  | *Discussion forum  
| 1/30-2/5 | *Work on CASE STUDIES project  |
|         | 3, 8, 12 End of week |
| Week 8  | Violence and Criminal Activity  | *Work on CASE STUDIES project  
| 2/6-2/12 | *Student check-in  |
| Dating Violence The Ethics of Advocacy | 1, 2, 7, 10, 11, 12 End of week |
| TEA Model advocacy domain |
| Week 9  | Review TCA Code of Ethics TEA Education Code  | *CASE STUDIES project due  
| 2/13-2/19 | *Discussion forum  
|         | *COURSE EVALUATIONS!  |
|         | 1, 2, 7, 10, 11, 12 End of week |
Week 10 2/20-2/25
Review certification lecture (SBEC/LPC-specific track) SELF-CARE ASCA B.4 Responsibilities to self
FINAL EXAM content:
Stone 8-14

*FINAL EXAM due last day of class 2/25

Grading Criteria:

<table>
<thead>
<tr>
<th>Task/Assignment</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Participation &amp; Professionalism</td>
<td>5%</td>
</tr>
<tr>
<td>Homework</td>
<td>5%</td>
</tr>
<tr>
<td>FERPA quiz</td>
<td>5%</td>
</tr>
<tr>
<td>Court witness assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Sexually active students quiz</td>
<td>5%</td>
</tr>
<tr>
<td>Jurisprudence exam</td>
<td>15%</td>
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<tr>
<td>Case studies project</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
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Graduate
92 – 100 A
82 – 91 B
72 – 81 C
62 – 71 D
Below 62 F

Grade Notification and Instructor Feedback:
A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are mailed approximately one week after the last day of the session to the student’s address of record. Amberton University staff will not post or release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their University email account and contact the instructor at the faculty email address as provided above in Professor Information area.

Incomplete Grades
An “I” (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an “I” be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An “I” which is not properly removed within 30 days following the session enrolled will become an “F” grade.

How To Withdraw From a Course
To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the “Schedule of Classes” (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

**COURSE DELIVERY METHODOLOGY:**
This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton’s distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
   - Internet browser settings and configuration
   - e-mail and file attachments
   - Uploading and downloading files
   - Using a word processing package
3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course, but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

**HOW TO ACCESS YOUR COURSE:**

**Through the Amberton University Student Portal**
Students enrolled in distance learning courses using the Moodle Learning Platform may access the course through the Amberton University Student Portal. The site may be accessed through the University’s main page (http://www.Amberton.edu) or at http://apps.Amberton.edu. After selecting the “Student Portal” link, you will be prompted for a Username and Password.

Use your assigned username and password (AUID) as described below to enter the AU Student Portal:

**Username** = your capitalized firstname initial+lastname+last 3 digits of your SSN.
* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789
Username: JJonesJr789

**Password** = your Amberton University ID# (AUID) including the dashes

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including your individual E-Course, email account, Remote Research, General Tools, all Syllabi, Research Tutorials and Electronic Instructor Folders (FTP).

If you are accessing the Student Portal from a public or shared computer, close the browser completely when finished, or click on the Logout button. For security purposes, no other person should have access to your Username or Password. If you feel your information has been compromised or if you experience technical difficulties, contact the e-course system administrator at: e-sysop@amberton.edu

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or advisor@Amberton.edu for a replacement AUID card. You must know your Amberton ID# to gain access to the course and to send email to your professor.

**Through the Amberton University Moodle Website**
Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course by going to: http://moodle.Amberton.edu

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student’s University email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link “Forgotten your username or password” available on the Moodle log in page (http://moodle.Amberton.edu). Otherwise use the same username and password as previous session.

**Moodle Tutorial:**
Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

**COURSE COMMUNICATIONS:**
Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.
Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student’s assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

*firstname initial+lastname+last 3 digits of student ssn.*

For example: Linda Jones-Smith  SSN: 123-45-6789
Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google gmail account, you might be prompted to add this account to your current account. Click ‘Yes’ and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal gmail account.

If you need assistance with your email account, please visit https://support.google.com/mail

**Students are responsible for reviewing the “Communication Guidelines” provided on the individual E-Course for specific instructor requirements.**

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

**FORMAT AND SUBMISSION OF ASSIGNMENTS:**
Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the “Communication Guidelines” of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.
INSTRUCTOR/COURSE EVALUATION:
Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

TEXAS EDUCATION AGENCY COMPETENCIES:
This course addresses the School Counselor Competencies set forth by the Texas Education Agency. These competencies are listed by course on the University’s ftp site (ftp://ftp.amberton.edu/cslinfo/AU_TEA).

ACADEMIC HONESTY/PLAGIARISM:
Plagiarism is the presentation of someone else’s information as though it were your own. If you use another person’s words, ideas or information, or if you use material from a source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge the source. Failure to do so violates Amberton University’s ethics policy.

RESEARCH RESOURCES:
The student is encouraged to use the Amberton Electronic Library as a research resource for this course. The Electronic Library provides access to full-text and abstract articles as well as links to a variety of remote research tools. Students can search Amberton Library Resource Center holdings through the on-line public access circulation system. The physical library contains a specialized collection of research materials specifically chosen to support the degrees and courses offered at Amberton. Interlibrary loan and document delivery services are available. The TexShare Card offers borrowing privileges in libraries all across the state of Texas. Students with research questions or questions about Library services are encouraged to visit the Library or email their questions to library@Amberton.edu.

RESEARCH TUTORIALS:
Online research resources are available through “Research Tools Database”, accessible through the Student Portal. (For additional assistance, students may access the “Research Tutorials” link located in the General Tools area on the Student Portal.) Access the Portal by clicking “Student Portal” from the University’s website. You must know your Amberton ID to access the Portal.

Library Live Chat Feature
The website allows for a live chat feature with librarians on the library pages. This service allows students to connect with librarians on questions regarding resource assistance, searching data bases and access to library services.  www.amberton.edu/current-students/library/index.html
Rent School Counseling Principles 1st edition (978-1929289417) today, or search our site for other textbooks by Carolyn Stone. Every textbook comes with a 21-day “Any Reason” guarantee. Published by American School Counselor Association. Need help ASAP? We have you covered with 24/7 instant online tutoring. Connect with one of our tutors now. COMPANY. Request PDF | School Counseling Principles: Ethics and Law | This practical guide will sensitize the professional school counselor to legal and ethical issues involved in working with minors in school | Find, read and cite all the research you need on ResearchGate. Using a case study approach and more than 100 cases representing school counselors daily dilemmas, chapters help the reader connect the reality of school counseling to critical federal and state statutes, ASCA's Ethical Standards for School Counselors, Case Law and Typical School Board Policies. Ethical and Legal Issues in Counseling Ethical Standards and Laws. Each professional counselor has an enormous responsibility to uphold the public trust and must seek high levels of training, education, and supervision in the ethical application of counseling practices, in particular because counselors often practice behind closed doors with little oversight. The ACA’s Code of Ethics is based on Kitchener’s five moral principles: autonomy, justice, beneficence, nonmaleficence, and fidelity. Autonomy refers to the concept of independence and the ability to make one’s own decisions. Justice means treating each person fairly, but it does not mean treating each person the same way. Ethics in counselling provides a moral framework and a set of values that the counsellor abides by as a way of being. These values are a commitment to keep the client’s wellbeing at the heart of their counselling practice, to promote the autonomy of the client and to value the trust placed in the counsellor. The law states that we can store cookies on your device if they are strictly necessary for the operation of this site. For all other types of cookies we need your permission. This site uses different types of cookies. How Does School Counseling Work? School counselors administer aptitude tests that reveal a student's interests, abilities, and personality. Then, based on exam results, these professionals help students formulate realistic and achievable academic and career objectives. School counseling also involves intervention and mediation. School counselors often possess the skills necessary to identify problems before they escalate and provide intervention, such as individual or group counseling. In short, school counseling addresses academic, personal, and career challenges and formulates solutions.