



Troy University
A future of opportunities

Graduate Counseling Program
Course Syllabus

Orlando Campus



Course:	CP 6601 - Legal, Ethical & Professional Standards & Issues
Term, Day, Time:	<p>Term 2 - 2012: 15 October 2012 – 18 December 2012</p> <p>Friday.....19 October.....1730-2230 Saturday....20 October.....0800-1800</p> <p>Friday.....16 November.....1730-2230 Saturday....17 November.....0800-1800</p> <p>Friday.....7 December.....1730-2230 Saturday.....8 December.....0800-1800</p>
Instructor:	<p>Name: Michael Cox, Ph.D., NCC Phone: 407-440-8265 Email: coxm@troy.edu (<i>preferred contact method</i>)</p> <p>Course URL: http://www.heartofcentralflorida.org/troy/6601 (<i>Note: Site not active until start of class</i>)</p>
Catalog Description	<p>CP-6601: Assist counseling personal in acquiring information and understanding necessary to effectively deal with legal, ethical, and professional standards related to the counseling profession.</p>
Goals and Objectives:	<p>Upon successful completion of this course, the student will develop and understanding of the various ethical issues which confront mental health professional and of the laws of the State which govern the practice of mental health service delivery.</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the nature of professional ethics and the importance of ethical conduct in the delivery of mental health services. CMHC (6): A.2, B.1 2. Demonstrate an understanding of the ethical standards, codes of conduct, and current laws and regulations. CMHC (6): A.2, B.1 3. Demonstrate the ability to identify and resolve ethical concerns and dilemmas. CMHC (6) B.1 4. Demonstrate an understanding of the current laws of the state in which the student will eventually be licensed as a counselor. CMHC (6): B.1 5. Implement counseling ethics and state laws into counseling practice. CMHC (6): B.1 6. Understands professional ethical issues relevant to the practice of clinical mental health counseling. CMHC (6): C.9, D. 9

	<ol style="list-style-type: none"> 7. Understand ethical issues associated with dealing with a multicultural clientele. CMHC (6): E.1, F.3 8. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services. CMHC (6): E.4, E.6 9. Understands professional organizations, preparation standards and credentials relevant to the practice of clinical mental health counseling. CMHC (6): A. 4 10. Understands professional issues that affect clinical mental health counselors. CMHC (6): A. 7 11. Understand how ethical issues affect assessment procedures. 12. Understands ethical issues critical to research and evaluation concerning clinical mental health counseling. 13. Understand how ethical issues affect the established diagnostic criteria for mental and emotional disorders, treatment modalities and; placement criteria within the continuum of care.
<p>Required/ Materials Texts:</p>	<p><u>Mandatory Texts:</u></p> <ol style="list-style-type: none"> 1. Corey, G., Corey, M. S., & Callanan, P. (2010). <u>Issues and Ethics in the Helping Professions</u> (8th ed.), Brooks/Cole Publishing Company. ISBN 9780495812418 2. American Psychological Association. (2010). <u>Publication Manual of the American Psychological Association</u> (6th ed.), Washington D.C.. ISBN 9781433805615 <p><u>Other Materials:</u> Students enrolled in this course are required to purchase LiveText and Must have access to a computer and internet. Students enrolled purchase LiveText the same as purchasing a text book. You need only purchase LiveText ONCE. LiveText will be good for all of the classes required for the CP degree. LiveText is good for 5 years and cannot be shared. If you have purchased LiveText in a previous term or semester you do not need to purchase it again.</p> <p><u>Supplemental Reading:</u></p> <ol style="list-style-type: none"> 1. Florida Statutes, <u>Chapter 491</u> - Clinical, Counseling, & Psychotherapy Services, <u>Chapter 490</u> - Psychological Services, and <u>Chapter 455</u> – Business & Professional Regulation. General Provisions can be accessed on-line at www.flsenate.gov/Welcome/index.cfm 2. The Florida Clinical Social Work, Marriage & Family Therapy & Mental Health Counseling homepage (with links licensure applications and Florida laws & rules governing the profession) can be accessed at http://www.doh.state.fl.us/mqa/491

<p>Required/ Materials Texts:</p>	<p>Additional reading assignments will be provided throughout the class.</p> <p>Students should order textbooks as soon as possible to insure receipt prior to the beginning of the term. Troy University's official bookstore is MBS Direct at bookstore.mbsdirect.net/troy.htm MBS is the official provider of the approved textbooks for each term. Orders may be placed online with a credit/debit card or by phone (1-800-325-3252). Students purchasing textbooks from other sources do so at their own risk in relation to order accuracy, timely receipt, or completeness of materials.</p>																						
<p>Content:</p>	<p>Methods of Instruction:</p> <p>Course content and objectives will be accomplished through lecture, audiovisual aides (videotapes and overhead transparencies), guest expert presenters, student in-class activities, overview and use of Internet resources, review of textbook and instructor developed reading materials, student completion of written research project, and completion of objective examinations.</p> <p>Laboratory Experiences: None</p>																						
<p>Grading:</p>	<table border="1" data-bbox="407 999 1409 1451"> <tr> <td data-bbox="407 999 477 1045">1.</td> <td data-bbox="477 999 883 1045">Midterm Examination:</td> <td data-bbox="883 999 1052 1045">100 Pts</td> <td data-bbox="1052 999 1409 1045">A - 265 - 325 Pts</td> </tr> <tr> <td data-bbox="407 1045 477 1188">2.</td> <td data-bbox="477 1045 883 1188">Research Paper: <i>NOTE: Research Paper Incorporates LiveText Assignments #1 & #3</i></td> <td data-bbox="883 1045 1052 1188">100 Pts</td> <td data-bbox="1052 1045 1409 1188">B - 205 - 264 Pts</td> </tr> <tr> <td data-bbox="407 1188 477 1360">3.</td> <td data-bbox="477 1188 883 1360">Class Presentation: <i>NOTE: Class Presentation Incorporates LiveText Assignments #2</i></td> <td data-bbox="883 1188 1052 1360">25 Pts</td> <td data-bbox="1052 1188 1409 1360">C - 145 - 204</td> </tr> <tr> <td data-bbox="407 1360 477 1407">4.</td> <td data-bbox="477 1360 883 1407">Final Exam:</td> <td data-bbox="883 1360 1052 1407">100 Pts</td> <td data-bbox="1052 1360 1409 1407">F - < 145 Pts</td> </tr> <tr> <td colspan="2" data-bbox="407 1407 883 1451">Total Points = 325</td> <td data-bbox="883 1407 1052 1451"></td> <td data-bbox="1052 1407 1409 1451"></td> </tr> </table> <p data-bbox="407 1451 1409 1539">NOTE: <i>Each unexcused class absence will result in a subtraction of 25 points from your course total.</i></p> <p data-bbox="407 1539 1471 1913">To successfully complete this course, students must demonstrate knowledge and ability as specified by course objectives, assignments, assessments and activities. Realize the grading of this course has a subjective component to it based upon the experience of the instructor. The counseling faculty recognizes that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should <i>demonstrate marked progress toward the course objectives</i> as noted above as well as be able</p>			1.	Midterm Examination:	100 Pts	A - 265 - 325 Pts	2.	Research Paper: <i>NOTE: Research Paper Incorporates LiveText Assignments #1 & #3</i>	100 Pts	B - 205 - 264 Pts	3.	Class Presentation: <i>NOTE: Class Presentation Incorporates LiveText Assignments #2</i>	25 Pts	C - 145 - 204	4.	Final Exam:	100 Pts	F - < 145 Pts	Total Points = 325			
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the presentation to the instructor via LiveText. The written portion must be submitted immediately prior to the actual presentation. In the presentation and essay discuss in detail the following:

- a. Describe the criteria and standards for becoming a licensed professional counselor in your state of proposed practice. Include educational and experiential requirements for licensure, and the scope of practice for the selected state of practice.
- b. Distinguish between licensure, certification, and accreditation
- c. Specifically describe the Ethical Code of Conduct or Professional Standards used for licensed professional counselors in your state of proposed practice.
- d. Describe the concept of core provider status and the implications of this concept to accessibility to and funding for mental health services.
- e. Describe public policies that would impact the quality and accessibility of mental health services. Include the concept of advocacy in your response.

After The Student Completes Assignment 2, The Paper Is Submitted In LiveText. The Paper Is Evaluated By The Rubric Found In The Appendix To This Syllabus.

Assignment #3: Ethical Decision Making Processes – Including Multicultural Implications.

Assignment 3: Ethical Decision Making Processes

The course instructor will list a specific counseling related ethical dilemma for the student to apply the ethical decision making model described in the Corey, Corey, & Callanan, (2010) text.

Ethical dilemmas will be passed out in class

The student will discuss how the dilemma should be approached and resolved via application of the ethical decision making model from the text.

Instructor Note: Assignments #1 and #3 are to be incorporated in the Research Paper Assignment

After The Student Completes Assignment 3, The Paper Is Submitted In LiveText. The Paper Is Evaluated By The Rubric Found In The Appendix To This Syllabus.

<p>Activities</p>	<p><u>Research Component:</u></p> <p>Students will be required to complete a scholarly research paper on a topic directly related to legal and/or ethical issues related directly to counseling. <u>Completed research papers must adhere to APA 6 style guidelines.</u> All references must be dated in the last 5 years (except for acknowledged germinal works.) <u>Non-peer reviewed Internet sources are not acceptable.</u> (i.e. Wikipedia.com is not a peer reviewed site.) Papers must include a title page, abstract, body and references pages. All references cited in text must be listed on the references page and all listed references must be cited in the body. Papers must of sufficient length to adequately cover the material researched. Papers must be submitted to www.turnitin.com before midnight of the last day of class. Papers must be submitted in MS Word format only. On the last night of class a completed copy of the instructor provided "Research Paper Preparation Checklist" must be turned in. <u>Late submission of the paper to turnitin.com or completion of the checklist will result in a deduction of 25 points from the paper's grade.</u> Further information will be provided during the first class.</p> <p>Previously submitted research papers cannot be "recycled" for this class. Additionally, the same research paper turned in to more than one class without written approval from both instructors is considered unethical & unprofessional academic behavior and will result in a course grade of "F".</p>										
<p>Weekly Schedule:</p>	<p><i>Weekly Class Schedule Subject to Change Without Prior Notice</i></p> <table border="1" data-bbox="407 1213 1458 1938"> <thead> <tr> <th data-bbox="407 1213 651 1255">Weekend</th> <th data-bbox="651 1213 1458 1255"><i>Assignments are to be read <u>BEFORE</u> class</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="407 1255 651 1392">Weekend #1 Friday</td> <td data-bbox="651 1255 1458 1392">Introductions, Review of Syllabus and Course Requirements <u>Chapter 1</u> - Professional Ethics</td> </tr> <tr> <td data-bbox="407 1392 651 1608">Weekend #1 Saturday AM</td> <td data-bbox="651 1392 1458 1608"><u>Chapter 2</u> - Counselor as Person and as a Professional <u>Chapter 3</u> - Values and the Helping Relationship <u>Chapter 4</u> - Multicultural Perspectives and Diversity Issues</td> </tr> <tr> <td data-bbox="407 1608 651 1776">Weekend #1 Saturday PM</td> <td data-bbox="651 1608 1458 1776"><u>Chapter 5</u> - Client Rights and Counselor Responsibilities <u>Chapter 6</u> - Confidentiality: Ethical and Legal Issues</td> </tr> <tr> <td data-bbox="407 1776 651 1938">Weekend #2 Friday</td> <td data-bbox="651 1776 1458 1938"><u>Chapter 7</u> - Managing Boundaries and Multiple Relationships Florida MHC/MFT Licensure Requirements <i>Mid-Term Review</i></td> </tr> </tbody> </table>	Weekend	<i>Assignments are to be read <u>BEFORE</u> class</i>	Weekend #1 Friday	Introductions, Review of Syllabus and Course Requirements <u>Chapter 1</u> - Professional Ethics	Weekend #1 Saturday AM	<u>Chapter 2</u> - Counselor as Person and as a Professional <u>Chapter 3</u> - Values and the Helping Relationship <u>Chapter 4</u> - Multicultural Perspectives and Diversity Issues	Weekend #1 Saturday PM	<u>Chapter 5</u> - Client Rights and Counselor Responsibilities <u>Chapter 6</u> - Confidentiality: Ethical and Legal Issues	Weekend #2 Friday	<u>Chapter 7</u> - Managing Boundaries and Multiple Relationships Florida MHC/MFT Licensure Requirements <i>Mid-Term Review</i>
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Weekly Schedule:	Weekend #2 Saturday AM	Mid-Term Examination <i>Presentations Begin</i>
	Weekend #2 Saturday PM	<u>Chapter 8</u> - Professional Competence and Training <u>Chapter 9</u> - Issues in Supervision and Consultation <i>Presentations Continue</i>
	Weekend #3 Friday	<u>Chapter 10</u> - Issues in Theory, Practice and Research <u>Chapter 11</u> - Ethical Issues in Couples & Family Therapy <i>Presentations Continue</i>
	Weekend #3 Saturday AM	<u>Chapter 12</u> - Ethical Issues in Group Work <u>Chapter 13</u> - Ethical Issues in Community Work The Baker and Marchman Acts Review for Final <i>Presentations Finish</i>
	Weekend #3 Saturday PM	Research Paper (& turnitin.com copy) Due Final Examination Closing Remarks
Policy Statements University & Course Policies	<p><u>Confidentiality:</u></p> <p>As with all graduate level counseling courses, open criticism, free dialogs, and academic discourses are encouraged and expected between students and the instructor. <i><u>No audio or video recording of this class is allowed.</u></i> To promote the academic security this requires, all students are expected to adhere to the principles of confidentiality normally followed in the counseling profession (regardless of their individual academic focus). Breaching another student’s confidentiality can be grounds for administrative action. More will be covered on this topic during the initial class session.</p> <p><u>Cell Phones and Laptops:</u></p> <p>All cell phones shall be set on silent or vibrate mode during class. <i><u>Laptops are not permitted to be used during class session.</u></i> Students can use them as needed during breaks. This policy is not negotiable.</p> <p><u>INCOMING COMPETENCY OF STUDENT EXPECTED BY INSTRUCTOR/ PREREQUISITES:</u></p> <p>Students should have completed CP6600 and have a basic knowledge of the role of the counselor in the modern mental</p>	

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health system. An understanding of basic legal terms would be helpful. Students are expected to be able to do professional literature searches through the Troy Florida and Western Region online library. You may go through the tutorials at tsufl.edu, by clicking on "Library Services." These tutorials are designed to assist students in developing the skills necessary for this, and future, Troy courses.

TROY E-MAIL:

Effective July 1, 2005, all students were required to obtain and use the TROY e-mail address that is automatically assigned to them as TROY students. All official correspondence (including bills, statements, e-mails from instructors, etc.) will be sent ONLY to the troy.edu (@troy.edu) address.

Your troy.edu e-mail address is the same as your Web Express user ID following by @troy.edu. Students are responsible for the information that is sent to their TROY e-mail account. You can get to your e-mail account by logging onto the course and clicking "E-mail Login". You will be able to forward your TROY e-mail to your eArmy e-mail account. You must first access your TROY e-mail account through the TROY e-mail link found on the Web site. After you log in to your TROY e-mail account, click on "options" on the left hand side of the page. Then click on "forwarding." This will enable you to set up the e-mail address to which you will forward your e-mail.

METHODS OF INSTRUCTION:

Interactive lecture, use of multimedia, group discussion, instructor scenarios, and essay feedback. Instructional materials may also include video aided instruction and guest presenters. Students, as future therapists, are expected to be flexible and should consider the course syllabus as being subject to changes without prior notice.

SUBMITTING/RETURNING ASSIGNMENTS:

All assignments are to be submitted in a timely fashion. The granting of make-up assignments is rare and will be considered only on a case-by-case basis.

Students are expected to make appropriate arrangements with their employers/family to ensure they can attend all schedule class meetings before signing up for this course. No additional points will be awarded for attendance. However students arriving late will be docked 5 points for each class they are late to. Additionally each unexcused class absences will result in a 25 point deduction from the student's final grade. To avoid an unexcused absence, if you are unable to attend class, you should notify the instructor prior to the class. Sometimes such a

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notification is not possible. In these cases you should notify the instructor of the reason for your absence within 24 hours of the absence, otherwise the absence will be considered unexcused. Verification of the nature of the emergency may be required. The final determination of whether an absence is excused or unexcused rests solely with the course instructor. In accordance with university guidelines, excessive absence is reported. Three (3) absences (regardless of reason) will result in the instructor initiating the student's administrative withdrawal from the course. Arrangements for excused absences must be made prior to the absence. This policy will be explained in detail on the night of the first class.

INCOMPLETE GRADE POLICY:

A grade of Incomplete "I" is not automatically assigned, but rather must be requested by the student. This may be accomplished by submitting, to the professor, a copy of the "Petition For and Work to Remove an Incomplete Grade" form. An "I" can never be used in place of an "F", nor will an "I" be assigned because of excessive absences.

Incomplete Grade Policy:

Awarding an "Incomplete" is at the sole discretion of the instructor. A grade of Incomplete "I" is not automatically assigned, but rather must be requested by the student. This may be accomplished by submitting, to the professor, a copy of the "Petition For and Work to Remove an Incomplete Grade" form. An "I" can never be used in place of an "F", nor will an "I" be assigned because of excessive absences.

Policy/Rules for granting an Incomplete (INC):

An incomplete cannot be issued without a request from the student. To qualify for an incomplete, the student **must:**

1. Initiate the request for an incomplete in writing.
2. Have completed the majority of the course material and have a documented reason for requesting the incomplete. (*"majority of the course material" means only one [1] assignments/exams left to be completed.*)
3. Be passing the course at the time of their request.

If all of the above criteria are not met an incomplete will not be granted.

An INC is not a substitute for an F. If a student has earned an "F" by not submitting all the work or by receiving an overall F

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average, then the F stands.

MAKE-UP WORK POLICY

You are expected to complete all assignments to the degree of satisfaction of the instructor, within the expected time frame. The course grade will reflect required assignments not completed in a timely fashion. A 10 page APA style paper, of the instructor's choosing, may be substituted for a missed exam. At the discretion of the instructor, students may be required to complete a make-up assignment, of the instructor's choice, for missed class time. Missing regularly scheduled classes will trigger a request to schedule an appointment with the instructor.

INTERNET

You may E-mail the instructor for any class reason (coxm@troy.edu). Telephonic communication is preferred in situations of urgency. Students are encouraged to use the library services at www.tsufl.edu to locate professional journal articles for the research requirements of the course.

NON-HARASSMENT, HOSTILE WORK/CLASS ENVIRONMENT

Troy University expects students to treat fellow students, their instructors, other TROY faculty, and staff as adults and with respect. No form of "hostile environment" or "harassment" will be tolerated by any student or employee.

AMERICANS WITH DISABILITIES ACT (ADA):

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the link for Troy University's Office of Human Resources at

<http://www.troy.edu/humanresources/ADAPolicy2003.htm>

STANDARDS OF CONDUCT:

HONESTY AND PLAGIARISM:

The awarding of a university degree attests that an individual

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has demonstrated mastery of a significant body of knowledge and skills of substantive value to society. Any type of dishonesty in securing those credentials therefore invites serious sanctions, up to and including suspension and expulsion (see Standard of Conduct in each TROY *Catalog*). Examples of dishonesty include actual or attempted cheating, plagiarism*, or knowingly furnishing false information to any university employee.

The commission of or the attempt to commit any cheating and/or plagiarism are in violation of the Standard of Conduct stated in the Troy University Catalog and Oracle, and may be disciplined by any means including warning, resubmission, loss of marks, failure on a particular assignment or the course and up to and including suspension and expulsion from the University.

*Plagiarism is defined as submitting anything for credit in one course that has already been submitted for credit in another course, or copying any part of someone else's intellectual work – their ideas and/or words – published or unpublished, including that of other students, and portraying it as one's own. Proper quoting, using strict APA formatting, is required, as described by the instructor. All students are required to read the material presented at: <http://troy.troy.edu/writingcenter/research.html>

- Students must properly cite any quoted material. No research or other assignment may have **more than 20% of its content quoted** from another source. Students who need assistance learning to paraphrase should ask the instructor for guidance and consult the links at the Troy Writing Center. If students have questions about plagiarism, they should go to <http://uclibrary.troy.edu/help/helps-plagiarism.htm>
- This university employs **plagiarism-detection software**, through which *all* written student assignments are processed for comparison with material published in traditional sources (books, journals, magazines), on the internet (to include essays for sale), and papers turned in by students in the same *and* other classes in this *and all previous terms*. The penalty for plagiarism may range from zero credit on the assignment, to zero in the course, to expulsion from the university with appropriate notation in the

student's permanent file.

ALLEGATIONS OF PLAGIARISM:

Depending on the circumstances, the penalty imposed for plagiarism may include warning, resubmission, loss of marks,

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failure on a particular assignment or course, or a charge of misconduct to be dealt with by Troy University.

LIBRARY SUPPORT:

Troy University Southeast Region offers library services through a virtual library. Two professional librarians are located in Suite 14 of the Florida Office, where they offer the following services to students via telephone, e-mail, and in person: reference assistance, technical assistance with using the online resources, and any other help that students might need. During the hours that the Librarians are there, students in the local area may also come for hands-on assistance in using the computers to access information. The hours (Central Time) for services are Monday through Friday, 8 a.m. to 5 p.m. Although the office is closed on Saturday, Sunday, and holidays, during these times, students may access Live Chat, an instant messaging service, for online assistance from the Troy libraries. There is a link to that service on the TROY Global Campus Library Services Web page, <http://uclibrary.troy.edu>.

Contact information: Phone numbers: 800-638-7237; 850-301-2154; 850-301-2129. E-mail: library1@troy.edu.

CELL PHONES & OTHER ELECTRONIC DEVICES USED IN THE INSTRUCTIONAL ENVIRONMENT

Use of any electronic device by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cellular phones, pagers, and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages is forbidden by the University. Particularly, use of a communication device to violate the Troy University "Standards of Conduct" will result in appropriate disciplinary action (See pp. 42-52 of the *Oracle*).

In order to receive emergency messages from the University or family members, the call receipt indicator of devices must be in the vibration mode or other unobtrusive mode of indication. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period.

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FACULTY EVALUATION:

In the eighth week of each term, students will be notified of the requirement to fill out a course evaluation form. These evaluations are completely anonymous and are on-line. Further information will be in the email notifying you of the location and availability of the evaluation.

COMMENTS & QUESTIONS:

At Troy University, students are our most valuable commodity. If you have any comments or questions about this course, please do not hesitate to contact me.

Dr. Michael Cox

Michael Cox, PhD, NCC, DCC, DAAETS
Instructor

EVALUATION RUBRICS

Assignment/Essay 1: After the student completes Essay 1, the paper is submitted in LiveText. The paper is evaluated by the following rubric. (NOTE: (6) – LiveText Code)

<u>Topic Standard: Assignment/ Assessment</u>	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
Understands nature and concepts of professional ethics and delivery of mental health services CMHC: (6)A.2 & B1.	Does not have understanding of <i>autonomy, nonmaleficence beneficence, justice, fidelity, veracity, aspirational ethics, and mandatory ethics</i> related to the delivery of mental health services.	Below Average understanding of <i>autonomy, nonmaleficence beneficence, justice, fidelity, veracity, aspirational ethics, and mandatory ethics</i> related to the delivery of mental health services.	Average understanding of <i>autonomy, nonmaleficence beneficence, justice, fidelity, veracity, aspirational ethics, and mandatory ethics</i> related to the delivery of mental health services.	Mastery in understanding of <i>autonomy, nonmaleficence beneficence, justice, fidelity, veracity, aspirational ethics, and mandatory ethics</i> related to the delivery of mental health services.	Exceptional in understanding of <i>autonomy, nonmaleficence beneficence, justice, fidelity, veracity, aspirational ethics, and mandatory ethics</i> related to the delivery of mental health services.
Understands the professional ethical implications relevant to the practice of clinical mental health counseling CMHC: (6)C.9, D. 9	Does not have an understanding of professional implications – i.e. inclusion, referral, best practice. limitations, supervision, and other relevant concepts	Below average in understanding of professional implications – i.e. inclusion, referral, best practice. limitations, supervision, and other relevant concepts	Average in understanding of professional implications – i.e. inclusion, referral, best practice. limitations, supervision, and other relevant concepts applied to the	Mastery in understanding of professional implications – i.e. inclusion, referral, best practice. limitations, supervision, and other relevant concepts applied to the	Exceptional in understanding of professional implications – i.e. inclusion, referral, best practice. limitations, supervision, and other relevant concepts applied to the

	applied to the practice of clinical mental health counseling.	applied to the practice of clinical mental health counseling.	practice of clinical mental health counseling.	practice of clinical mental health counseling.	practice of clinical mental health counseling.
Ethical issues associated with counseling multicultural clients CMHC: (6)A. E.1, F. 3	Does not have an understanding of ethical issues associated with counseling multicultural clients	Below average understanding of ethical issues associated with counseling multicultural clients	Average understanding of ethical issues associated with counseling multicultural clients	Mastery understanding of ethical issues associated with counseling multicultural clients	Exceptional understanding of ethical issues associated with counseling multicultural clients

Assignment/Essay 2: After the student completes Essay 2, the paper is submitted in LiveText. The paper is evaluated by the following rubric. (NOTE: (6) – LiveText Code)

<u>Topic Standard: Assignment/Assessment</u>	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
Understands criteria for state licensure, including education and experience requirements; and scope of practice CMHC: (6)A.2, B.1	No understanding of the criteria for state licensure, including education and experience requirements; and scope of practice	Below average understanding of the criteria for state licensure, including education and experience requirements; and scope of practice	Average understanding of the criteria for state licensure, including education and experience requirements; and scope of practice	Mastery in understanding the criteria for state licensure, including education and experience requirements; and scope of practice	Exceptional understanding of the criteria for state licensure, including education and experience requirements; and scope of practice
Knowledge of differences between licensure, certification and accreditation CMHC: (6)A. 4, B.1	Lacks knowledge of differences between licensure, certification and accreditation	Below average knowledge of differences between licensure, certification and accreditation	Average knowledge of differences between licensure, certification and accreditation	Mastery in knowledge of differences between licensure, certification and accreditation	Exceptional in knowledge of differences between licensure, certification and accreditation
Knowledge of State Ethical Code of Conduct or Professional Standards for Licensed Counselors CMHC: (6)A. 4, B.1	Lacks knowledge of State Ethical Code of Conduct or Professional Standards for Licensed Counselors	Below average knowledge of State Ethical Code of Conduct or Professional Standards for Licensed Counselors	Average knowledge of State Ethical Code of Conduct or Professional Standards for Licensed Counselors	Mastery in knowledge of State Ethical Code of Conduct or Professional Standards for Licensed Counselors	Exceptional in knowledge of State Ethical Code of Conduct or Professional Standards for Licensed Counselors

<p>Understands core provider status and implication of this concept to accessibility to funding for mental health services CMHC: (6)A. 7</p>	<p>No understanding of core provider status and implication of this concept to accessibility to funding for mental health services</p>	<p>Below average understanding of core provider status and implication of this concept to accessibility to funding for mental health services</p>	<p>Average understanding of core provider status and implication of this concept to accessibility to funding for mental health services</p>	<p>Mastery in understanding of core provider status and implication of this concept to accessibility to funding for mental health services</p>	<p>Exceptional in understanding of core provider status and implication of this concept to accessibility to funding for mental health services</p>
<p>Understanding of public policies that impact quality and accessibility of mental health services, including advocacy CMHC: (6) E.4, E. 6</p>	<p>No understanding of public policies that impact quality and accessibility of mental health services, including advocacy</p>	<p>Below average understanding of public policies that impact quality and accessibility of mental health services, including advocacy</p>	<p>Average understanding of public policies that impact quality and accessibility of mental health services, including advocacy</p>	<p>Mastery in understanding of public policies that impact quality and accessibility of mental health services, including advocacy</p>	<p>Exceptional in understanding of public policies that impact quality and accessibility of mental health services, including advocacy</p>

Assignment/Essay 3: After the student completes Essay 3, the paper is submitted in LiveText. The paper is evaluated by the following rubric. *(NOTE: (6) – LiveText Code)*

Topic Standard: Assignment/Assessment	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
Ability to identify and resolve ethical concerns and dilemmas of case review – description and application of decision-making model CMHC: (6)B. 1	No ability to identify and resolve ethical concerns and dilemmas of case review – description and application of decision-making model	Below average ability to identify and resolve ethical concerns and dilemmas of case review – description and application of decision-making model	Average ability to identify and resolve ethical concerns and dilemmas of case review – description and application of decision-making model	Mastery ability to identify and resolve ethical concerns and dilemmas of case review – description and application of decision-making model	Exceptional ability to identify and resolve ethical concerns and dilemmas of case review – description and application of decision-making model
Application of multicultural implications to ethical decision making CMHC: (6)E. 4, E. 6	No understanding in application of multicultural implications to ethical decision making	Below average understanding in application of multicultural implications to ethical decision making	Average understanding in application of multicultural implications to ethical decision making	Mastery understanding in application of multicultural implications to ethical decision making	Exceptional understanding in application of multicultural implications to ethical decision making

SUMMARY EVALUATION:

The student will submit the assignment named CP 6601 Legal, Ethical, and Professional Standards and Issues Instructor's Summary Student Document to the instructor in LiveText

Instructor completes form at the end of the course. This form assesses student progress in meeting CACREP objectives and provides summary assessment information for program evaluation. The form is completed by the instructor at the end of the semester/term

<u>Topic Standard: Assignment/Assessment</u>	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
<u>LiveText Assignment 1</u> Ethical principles in clinical mental health counseling CMHC: (6).A.2, B.1, C. 9, D.9, E. 1, F.3	No understanding of ethical principles in clinical mental health counseling	Below average understanding of ethical principles in clinical mental health counseling	Average understanding of ethical principles in clinical mental health counseling	Mastery understanding of ethical principles in clinical mental health counseling	Exceptional understanding of ethical principles in clinical mental health counseling
<u>LiveText Assignment 2</u> Laws and rules in state licensure and certification area, including public policy. CMHC: (6). A. 2, A. 4, A, 7, B. 1, E. 4, E. 6	No understanding of laws and rules in state licensure and certification area, including public policy	Below average understanding of laws and rules in state licensure and certification area, including public policy	Average understanding of laws and rules in state licensure and certification area, including public policy	Mastery in understanding of laws and rules in state licensure and certification area, including public policy	Exceptional understanding of laws and rules in state licensure and certification area, including public policy
<u>LiveText Assignment 3</u> Ethical Decision Making Processes, including	No understanding of ethical decision making	Below average understanding of ethical decision making	Average understanding of ethical decision making	Mastery understanding of ethical decision making	Exceptional understanding of ethical decision making

multicultural implications CMHC: (6) B. 1, E. 4, E. 6	processes, including multicultural implications	processes, including multicultural implications	processes, including multicultural implications	processes, including multicultural implications	processes, including multicultural implications
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