1. **Course Designation and Identifier**
1.1 Adler Graduate School
1.2 Values, Ethics and Legalities
1.3 One (1) credit
1.4 Prerequisites: Successful Completion of Course #521

2. **Course Description**
This course provides a focused study of the values, ethics, and legal issues affecting professional practice in the field school counseling. Students will review the American School Counselor Association Ethical Standards for School Counseling and Position Statements related to ethical issues, learn to use the ethical decision making model, Solutions to Ethical Problems in Schools (STEPS), and explore a variety of ethical dilemmas commonly faced on-the-job by school counselors.

3. **Texts and Materials**
3.1 Required Text for Licensed School Counseling Students:


4. **Competencies and Learning Outcomes**
Apply all learning outcomes of course #521 *Values, Ethics and Legalities* and #521.1 *Values, Ethics and Legalities in School Counseling* to the role of a licensed school counselor working in a school setting with specific focus on the following Board of Teaching (BOT) and Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards:

4.1 Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. (CACREP E3)

4.2 Assesses barriers that impede students’ academic, career and personal/social development. (CACREP H5)

4.3 Advocates for school policies, program, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (CACREP F3)
4.4 Understands the legal standards particular to professional school counseling. (BOT J1)
4.5 Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. (CACREP B1)
4.6 Understands the ethical, legal, and cultural implications in the use of assessment data in academic instruction and the counseling process. ((BOT H4)
4.7 Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. (CACREP E1)
4.8 Understands the ethical standards of relevant professional organizations. (BOT J2)
4.9 Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (CACREP H1)

5. Course Outline and Reading Assignments

Recommended Reading from Stone text:
Class Meeting #1 – Chapters 1-4
Class Meeting #2 – Chapters 5-8
Class Meeting #3 – Chapters 9-14

Recommended Reading from American School Counselor Association website:
http://www.schoolcounselor.org/
School Counselors & Members
Ethical & Legal
• Ethical Standards for School Counselor (this version is more current than in text)
• Ethical Tips for School Counselors
• Articles
• Legal & Ethical FAQ
About ASCA
• Position Statements

Class Outline:

1. Introduction to Legal and Ethical Issues
2. Professionalism
3. Cyberspace
4. Family Educational Rights and Privacy Act
5. Negligence
6. Obligations to the Court
7. Child Abuse
8. Individual and Group Counseling
9. Sexually Active Students
10. Lesbian, Gay, Bisexual, Transgender and Questioning Students
11. Sexual Harassment
12. Bully, Cyberbullying and Sexting
13. Violece and Criminal Activity
14. The Ethics of Advocacy

6. Special Project Time (SPT) for Licensed School Counseling Students:
All students will devote 30 hours to their SPT component (10-12) pages including title page and references). Keep a log of your hours indicating the time spent and on what activity related to
your special project. Submit the log with your finished project to your school counseling electronically. You will want to keep the time log and this syllabus for future reference should you be asked to account for this out-of-classroom time by a licensing board, employer, or doctoral program. Use the time-log format in the back of the 521 course manual.

The paper should be structured in the following way: (1) an introduction that summarizes the focus for the paper and highlights its importance and relevance; (2) a section of the paper that elaborates the various arguments and ethical issues associated with the topic area you have chosen, (3) a narrative that presents where you stand with respect to a particular issue, drawing on material presented in section 2 and your own considered judgment/experience, and (4) a conclusion that outlines a number of practical implications/recommendations that follow from your discussion in sections 1-3.

Address your own thoughts on the subject as well as facts as presented in professional publications. Support your opinion with properly cited references, including peer reviewed journal articles or other writings on the subject (minimum of two professional references other than the textbook).

Submit your paper and your log, each in pdf format, by email to ottoc47@gmail.com within two weeks after the final course meeting. Expect an email verification of receipt.

Example Research Paper Topics:
- Dual Relationships in Therapy
- Special Ethical and Legal Concerns in Therapy with Minors
- Ethical Issues in Documentation and Counseling Records
- Ethical and Legal Problems Regarding Confidentiality Issues
- Ethical Issues Regarding Informed Consent in Counseling
- Ethical Problems In “Duty to Warn”
- Ethical Issues in Multicultural Counseling
- Ethical Issues in Imposing Values on Clients
- Ethical Issues in Supervision

7. Writing Guidelines including APA Format

1) All papers must be written according to the APA Style Manual.
2) Papers may be written in the first person (using “I”) due to personal nature of the assignment.
3) Email is the preferred method for submitting school counseling SPT paper and log. The paper should be submitted to chriscraneotto@gmail.com or mailed to the instructor's address.
4) Papers may be mailed or emailed the day they are due.

8. Assessment/Evaluation Procedures
8.1 Assignment Overview
- Students are expected to fully engage in lectures, discussion, reading response groups, audio-visual resources, textbooks, and printed materials.
8.2 Grading: [Based on total points for the class]

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100 points</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>B</td>
<td>80-89 points</td>
<td>Meets Expectations</td>
</tr>
<tr>
<td>C</td>
<td>70-79 points</td>
<td>Needs Some Improvement</td>
</tr>
<tr>
<td>R</td>
<td>Retake</td>
<td>Needs more time or instruction to master the requirements of the class</td>
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<tr>
<td>NC</td>
<td>Quality of work or participation falls below minimum expectations, including:</td>
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<td></td>
<td>• Not attending class:</td>
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<td></td>
<td>• Not properly notifying registrar of a withdrawal</td>
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<td></td>
<td>• Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below)</td>
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<tr>
<td></td>
<td>• Not resolving a grade of incomplete within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to No Credit (NC) and the course must be repeated at full price.</td>
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Course discussions and activities: 40% of grade (40 points)
SPT: 60% of grade (60 points)

The SPT will be evaluated according to the following rubric:

<table>
<thead>
<tr>
<th>Section 1: Introduction</th>
<th>90-100% Exceeds Expectations</th>
<th>80-89% Meets Expectations</th>
<th>70-79% Needs Some Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clearly and effectively summarizes the paper's focus and highlights its importance and relevance</td>
<td>Adequately summarizes the paper's focus and highlights its importance and relevance</td>
<td>Partially summarizes the paper's focus and highlights its importance and relevance</td>
</tr>
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<table>
<thead>
<tr>
<th>Section 2: Argument &amp; Issues</th>
<th>90-100% Exceeds Expectations</th>
<th>80-89% Meets Expectations</th>
<th>70-79% Needs Some Improvement</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Clearly and effectively elaborates various arguments and all ethical issues associated</td>
<td>Adequately elaborates various arguments and ethical issues associated with topic</td>
<td>Partially elaborates various arguments and ethical issues associated with topic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 3: Narrative, part 1</th>
<th>90-100% Exceeds Expectations</th>
<th>80-89% Meets Expectations</th>
<th>70-79% Needs Some Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clearly and effectively takes a stand with respect to the issue</td>
<td>Adequately takes a stand with respect to the issue</td>
<td>Partially takes a stand with respect to the issue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 4: Narrative, part 2</th>
<th>90-100% Exceeds Expectations</th>
<th>80-89% Meets Expectations</th>
<th>70-79% Needs Some Improvement</th>
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</thead>
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<tr>
<td></td>
<td>Clearly and effectively draws on information presented in section 2 and demonstrates excellent judgment and strong insight</td>
<td>Adequately draws on information presented in section 2 and demonstrates good judgment</td>
<td>Partially draws on information presented in section 2 and demonstrates some reasonable judgment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 4: Conclusion</th>
<th>90-100% Exceeds Expectations</th>
<th>80-89% Meets Expectations</th>
<th>70-79% Needs Some Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clearly and effectively outlines multiple practical implications and recommendations that follow the discussion in sections 1-3</td>
<td>Adequately outlines some practical implications and recommendations that follow the discussion in sections 1-3</td>
<td>Weakly outlines practical implications and recommendations that may follow the discussion in sections 1-3</td>
</tr>
</tbody>
</table>
9. **Attendance Policy**
Students are expected to attend all class meetings. When a student is unable to attend class, he or she must notify the course instructor in advance using either e-mail or phone. If a student misses a class, the session missed must be made up in the next available term to earn credit for the course. Missing two or more class makes retaking the class a possibility. Students who miss four class sessions will automatically receive a grade of NC (No credit) for the class and are expected to retake the class at full price.

10. **Participation Disclaimer**
Active participation in class discussions is encouraged. As with other AGS courses, in this course individual students must determine for themselves their level of disclosure in class.

11. **Academic Integrity Policy**
Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School.

Here are examples of academic dishonesty:

- Cheating- Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication- Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty- Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism – The deliberate adoption or reproduction of ideas or words or statements of another person as one’s own without acknowledgment.

12. **Internet/On-Line Activity**
On-line components of Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as a welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal.
- Never post potentially harassing, threatening, or embarrassing statements, as well as statements that might be potentially offensive and seen as disrespectful in any way.

Faculty members monitor discussion and intervene when requested or as deemed necessary.

On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during the on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

13. **Nondiscrimination Clause**
The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and Federal laws.

14. **Learning Accommodations (including students with disabilities)**
If a student in this course has a documented learning disability, tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information:**
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