LONG BEACH STATE UNIVERSITY

College of Education

Vision:
Equity & Excellence in Education
Mission:
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

COUN 510 – Laws & Ethics for Counselors

Fall 2021

Advanced Studies in Education & Counseling – School Counseling

Course Information

Instructor: Caroline Lopez-Perry, Ph.D.	**Email**: Caroline.LopezPerry@csulb.edu
Virtual Office Hours Days/Times: Thursday 5:00-6:00pm	**Office Hours Zoom Link:** https://csulb.zoom.us/j/3981814771
Class Days/Times: Tuesday 4:00PM – 6:45PM	**Class Zoom Link**: https://csulb.zoom.us/j/3981814771

Catalog Course Description
This course is an introduction to professional identity as counselors and examination of laws and ethics related to the counseling profession and the school counseling specialization (CSULB Course Catalogue).

Course Student Learning Outcomes and Goals
Upon completion of this course, successful students will be able to:

1. Know the role and process of the professional school counselor advocating on behalf of the profession (CTC Standard 6, 18; CACREP Standard II.F.1.d; CASC 6.1). *SCPE 2.5
2. Know advocacy processes needed to address institutional and social barriers that impede access, equity, and success for students (CTC Standard 6, 18; CACREP Standard II.F.1.e; ASCA B.3.i; CASC 1.1-3). *SCPE 2.9
3. Know the professional counseling organizations, including membership benefits, activities, services to members, and current issues in the field (CTC Standard 6, 18; CACREP Standard II.F.1.f; ASCA B.3.b; CASC 6.1). *SCPE 2.11
4. Understand professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CTC Standard 6, 18; CACREP Standard II.F.1.g; ASCA B.3.c, ASCA B.2.h; CASC 6.1). *SCPE 2.4
5. Know the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CTC Standard 6, 18; CACREP Standard II.F.1.i; ASCA B.3.b; CASC 6.3). *SCPE 2.7
6. Understand technology's impact on the counseling profession (CTC Standard 6, 18; CACREP Standard

II.F.1.j; ASCA A.5.d, ASCA A.14.a-f; CASC 2.1). *SCPE 2.1
7. Know strategies for personal and professional self-evaluation and implications for practice (CTC Standard 6, 18; CACREP Standard II.F.1.k; CASC 6.2). *SCPE 3.8
8. Know self-care strategies appropriate to the counselor role (CTC Standard 6, 18; CACREP Standard II.F.1.l; ASCA B.3.f; CASC 6.1-2). *SCPE 2.6
9. Know the role of counseling supervision in the profession (CTC Standard 6, 18; CACREP Standard II.F.1.m; ASCA B.3.h; CASC 4.2-3). *SCPE 2.10

1. Examine the key provisions of Family Education Rights and Privacy Act (FERPA) and Elementary and Secondary Education Act (ESEA) as related to the scope of the school counseling program. **(SCPE 2.4)**
2. Develop and apply an ethical decision-making process. **(SCPE 2.1)**
3. Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling. **(SCPE 2.5)**
4. Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations. **(SCPE 2.6)**
5. Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers. **(SCPE 2.7)**
6. Knowledge of federal and state laws, county ordinances, and district policies related to the rights of historically marginalized populations, including but not limited to: special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless, social and economically disadvantaged, and LGBTQ+. **(SCPE 2.9)**
7. Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor Association (ASCA), American Counseling Association (ACA), and American Psychological Association (APA). **(SCPE 2.10**)
8. Understand and articulate the state laws and obligations regarding mandated reporting for child, elders, and dependent adults. **(SCPE 2.11)**
9. Awareness and understanding of parent rights and processes associated with Individual Educational Plan (IEP), Section 504 Plan, and other academic accommodation and modification programs. **(SCPE 3.8)**

Required Texts/Course Materials:
1. Remley, T. P., & Herlihy, B. (2019). *Ethical, legal, and professional issues in counseling* (6th ed.). Upper Saddle River, NJ: Pearson.
2. Stone, C. (2017). *School counseling principles: Ethics and Law* (4th ed.). Alexandria, VA: American School Counselor Association.
3. American School Counselor Association (2019). *The ASCA National Model: A framework for school counseling programs* (4th ed.). VA: Author.

Mode of Delivery and Technical Requirements
This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on BeachBoard and are required to participate in synchronous class meetings via Zoom. All students must have access to a computer or other

device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work/class time. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on BeachBoard and Zoom, students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the Technology Help Desk.

Documents in this course will be available to you mainly in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to http://get.adobe.com/reader/.

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or Wi-Fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

Course Communication
We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's Zoom Etiquette for Students @ the Beach.

Course Evaluation Components and Grading

Course Evaluation
1. Current Issue Discussion (45 points)

In groups of 4, students will facilitate a seminar-style discussion on a current legal and/or ethical issue related to the class topic that week. Students may select their group, but topics and topic dates will be assigned. In class, the group will have approximately 30 minutes to introduce the issue and engage the class in a discussion of the information, relating it to course content, and facilitate any questions the class has. **See Current Issue Discussion Rubric on BeachBoard for grading criteria and assignment description.**

> **Commented [A1]:** SCPE 2.9 (I, P, A), 2.10 (I)

2. Code of Ethics Analysis Paper (45 points)

Students will review the ACA and ASCA ethical standards, and write a paper (5 pages or less) that encompasses the steps below. **See Analysis Rubric on BeachBoard for grading criteria and assignment description.**
- ▪ Discuss similarities and differences between the ACA and ASCA ethical standards

- ▪ Select and discuss one ASCA ethical standard that you find interesting, surprising, challenging, or significant
- ▪ Develop a vignette or situation that a school counselor might encounter that relates to the ASCA ethical standard you selected and discussed in the previous step
- ▪ Discuss the appropriate handling of the situation in your vignette based on the standards in ASCA ethical code
- ▪ Discuss the feelings or reactions you would have to the situation in your vignette if you were the school counselor

Commented [A2]: SCPE 2.1 (I, P, A)

3. Advocacy Project (48 points)

Students will work in triads on a professional advocacy project. This project will be an effort to promote the profession of school counseling in a variety of areas and/or levels. At the end of the semester groups will provide a brief overview presentation for their project (30 minutes or less). **See Advocacy Project Rubric on BeachBoard for grading criteria and assignment description.**

4. Discussion (Flip Grid posts; 36 points)

Participation and contribution to class discussions are critical to your learning, particularly in an online environment. You will be required to demonstrate your learning through engagement in asynchronous class discussions. The discussion prompt will be posted on FlipGrid. You will be required to 1) submit a video response to the prompt by **Sunday** and 2) respond to at least two other classmates **Tuesday**. There will be 6 prompts over the course of the semester and each prompt/response is worth 6 points.

Commented [A3]: SCPE 2.5 (I, P)

Grading scale for Flip Grid posts is as follows:

	Outstanding 3	Average 2	Minimal effort 1
Response to prompt	Shows serious contemplation of prompt. Incorporates readings /lecture. Shows original thought that goes far beyond the obvious.	Relies mainly on summarizing reading rather than critical analysis.	Gives little indication that the lecture video/reading assignment was completed
Response to peer posts (must complete 2 for credit)	Concerted and honest effort to engage with others. Responds to ideas in a way that *advances discussion beyond the obvious*.	Mostly summarizes what others have said without adding to discussion	Misrepresents content of other posts

5. Attendance/Participation (20 points)

Students are expected to consistently attend and participate in synchronous Zoom meetings. Students will take part in discussion aimed at helping them develop the knowledge and skills for sound ethical and professional practice in school counseling. Students are expected to read the text and assigned journal articles and come to class prepared to discuss readings and share their personal insights and experiences related to readings. A portion of your grade will be based on your attendance and participation**.** Therefore, your grade could be reduced based on class attendance and participation. If you must be late or miss a class, please communicate with the instructor. It is the responsibility of the student to make up any work or obtain materials and information missed from the class from classmates and/or the instructor. For more information on the CSULB attendance policy, see: http://web.csulb.edu/divisions/aa/grad_

undergrad/senate/documents/policy/2001/01.

Course Grading

Evaluation is on a point accrual basis. No one assignment counts as a letter grade. All points are totaled for the final grade. Assignments are due on the assigned date. Ten percent of the assignment points will be deducted for each week (or portion thereof) that the assignment is late.

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Components and Weight

Evaluation Component	Points	Weight
Current Issue Discussion	45	22.5%
Code of Ethics Analysis Paper	45	22.5%
Advocacy Project	48	24%
Flip Grid Posts	36	18%
Attendance/Participation	26	13%
Total	**200**	**100%**

Course Policies

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations arise that necessitate doing so.

Students are advised to retain a copy of this syllabus in their personal files for use when applying for certification, licensure, or transfer credit.

Late Work/Make-up/Re-Do Policy

Due dates for every assignment are provided on the course syllabus and course schedule (and posted in Beachboard). Unless otherwise stated, assignments are due on those days by 4pm. However, I recognize that sometimes "life happens." It is expected that this semester will be fluid and challenging for many students as you manage health, work, and other issues. In these instances, you may use your allotted two flex days. These days allow you to submit an assignment up to two days late without penalty. You can use these days for individual assignments (not group projects). You do not need to provide me with the reason: simply email me and tell me how many of your flex days you would like to use.

Once you've exhausted your flex days, then point deductions will occur for any assignment submitted after the deadline. An assignment submitted 24 hours of the due date will only be eligible for 80% of the maximum number of point allotted. Assignments submitted more than 24 hours after the due date will not be accepted. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignments on time, please let me know. I will evaluate these instances on a case-by-case basis.

Plagiarism/Academic Integrity Policy
There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on Cheating and Plagiarism that governs your participation in courses at CSULB.

University Withdrawal Policy
Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades). Application for withdrawal from CSULB or from a class must be filed by the student online, whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on Dropping and Withdrawal for more detailed information.

Special Needs Accommodations
Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Professionalism

You are expected to conduct your work in an ethical, legal, and professional manner, adhering to the ACA Code of Ethics and Standards of Practice (American Counseling Association, 2013), and Ethical Standards for School Counselors (American School Counseling Association, 2016).

College of Education Expectations for Professional Conduct
Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to face, hybrid and online/virtual learning environments.

According to the CSULB-CED Student Professional Conduct Policy, CED students are expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.

2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.

3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.

4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.

5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking
Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at https://www.csulb.edu/equity-diversity/title-ix or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services
The Division of Student Affairs has prepared a helpful guide, Student Resources During COVID-19. A full list of student support services is also available on the Programs and Services website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Course Schedule

Session	Date	Agenda	Reading	Due
1	8/24	Course Overview and Introduction		
2	8/31	Professional Orientation and Ethical Decision Making	Remley ch. 1 Stone ch. 1	
3	9/7	ACA and ASCA Code of Ethics	-ACA Code of Ethics -ASCA Ethical Standards	
4	9/14	Training, Credentialing, and School Counselor Self-Care	-Posted on BB -Remley ch. 2, 7 -Stone ch. 2	• Code of Ethics Analysis Paper
5	9/21	Professional Advocacy **Guest Speaker-Bianca**	-Stone ch. 14 -Posted on BB	• Advocacy Project Proposal • Flip Grid #1
6	9/28	Student Rights, School Counselor Responsibilities, Confidentiality, FERPA, ESA	-Remley ch. 4,5 -Stone ch. 4	• Current Issue Discussion Group • Flip Grid #2
7	10/5	**NO CLASS**		
8	10/12	School Counselor Wellness	-Posted on BB	• Current Issue Discussion Group • Flip Grid #3
9	10/19	**Guest Presenter: Child Abuse**	-Stone ch. 7	
10	10/26	Suicide and Self Harm Related Law and Ethics **Guest Presenter**	-Posted on BB	• Flip Grid #4
11	11/2	**Guest Presenter: Foster Youth**	-Posted on BB	• Flip Grid #5
12	11/9	Multicultural Competence and Social Justice	-Remley ch. 3 -Stone ch. 10 -Posted on BB	• Current Issue Discussion Grp • Flip Grid #6

Commented [A4]: 2.6 (I, P)

Commented [A5]: SCPE 2.7 (I, P)
SCPE 2.4 (A)
SCPE 2.11 (I)

13	11/16	Individual and Group Counseling Law, Ethics and Collaborative Consultation	-Stone ch. 8 -Posted on BB	• -Current Issue Discussion Grp
	11/23	**Fall Break**		
14	11/30	Technology and School Counseling Professional Boundaries	-Remley ch. 9, 10 -Stone ch. 3,12	• Current Issue Discussion Grp 1 • Current Issue Discussion Grp 2
15	12/7	Advocacy Project Presentations		• Advocacy Project Presentations
16	12/14	Advocacy Project Presentations		• Advocacy Project Presentations