



Course Syllabus

Professional Ethics

COUN F647

TBD 4:10-7:10 PM – TBD

Instructor:

E-mail address:

Telephone:

Office:

Office hours:

Audio Call In:

Course Description: Professional Ethics is a graduate level required core course in the Master of Education Degree Program. The course is designed to review, discuss, and evaluate situational ethics and connecting the realities of the practice of counseling with government laws and ethical codes. The class will review and assess the steps and skills involved in ethical decision making. We will primarily use the American Counseling Association (ACA) Ethical Codes and may also consult other professional organizations' ethical codes including the American Psychological Association (APA), the American School Counseling Association (ASCA), and the American Association of Family and Marital Therapists (AAFMT). Class discussions will review and evaluate the readings, ethical codes, and issues related to the practice of counseling. Students will also be asked to examine their personal beliefs, attitudes, biases, and values, and determine how any one of these could impact the counseling process.

Course Objectives: upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following 2016 CACREP Standards:

1. The role and process of the professional counselor advocating on behalf of the profession (*f.1.d*)
2. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (*f.1.e*)
3. Professional counseling organizations, including membership benefits, activities, services to members, and current issues (*f.1.f*)
4. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (*f.1.g*)
5. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (*f.1.i*)
6. Technology's impact on the counseling profession (*f.1.j*)

7. Strategies for personal and professional self-evaluation and implications for practice (*f.1.k*)
8. The role of the counseling supervision in the profession (*f.1.m*)
9. Multicultural counseling competencies (*f.2.c*)
10. The effects of power and privilege for counselors and clients (*f.2.e*)
11. Theories, models, and strategies for understanding and practicing consultation (*f.5.c*)
12. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (*f.5.d*)
13. The impact of technology on the counseling process (*f.5.e*)
14. Counselor characteristics and behavior that influence the counseling process (*f.5.f*)
15. Strategies to promote client understanding of and access to a variety of community based resources (*f.5.k*)
16. Procedures for identifying trauma and abuse and for reporting abuse (*f.7.d*)
17. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (*f.7.m*)
18. Legislation and government policy relevant to clinical mental health counseling (*CMHC.c.2.i*)
19. Cultural factors relevant to clinical mental health counseling (*CMHC.c.2.j*)
20. Professional organization, preparation standards, and credentials relevant to the practice of clinical mental health counseling (*CMHC.c.2.k*)
21. Legal and ethical considerations specific to clinical mental health counseling (*CMHC.c.2.l*)
22. Record keeping, third part reimbursement, and other practice and management issues in clinical mental health counseling (*CMHC.c.2.m*)
23. School counselor roles as leaders, advocates, and systems change agents in P-12 schools (*SC.g.2.a*)
24. Community resources and referral sources (*SC.g.2.k*)
25. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling (*SC.g.2.l*)
26. Legislations and government policy relevant to school counseling (*SC.g.2.m*)
27. Legal and ethical considerations specific to school counseling (*SC.g.2.n*)

Please note: All topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of peoples from a variety of ethnic, gender, racial, and social class backgrounds.

Required Texts:

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington DC: American Psychological Association.
- Corey, G., Corey, M., Corey, C., & Callahan, P. (2014). *Issues and ethics in the helping professions*. (9th ed.) Stamford, CT: Cengage Learning.
- Kottler, J. A., & Carlson, J. (2003). *Bad therapy: Master therapists share their worst failures*. New York, NY: Routledge.

Wheeler, A.M.N., & Bertram, B. (2012). *The Counselor and the law: A guide to legal and ethical practice*. (6th ed.) Alexandria, VA: American Counseling Association.

Required Readings:

American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author.

American School Counseling Association (2010). *Ethical standards for school counselors*. Alexandria, VA: Author.

Arredondo, P., Toporek, M. S., Brown, S., Jones, J., Locke, D. C., Sanchez, J. & Stadler, H. (1996). *Operationalization of the Multicultural Counseling Competencies capitalization of title I believe is incorrect*. Alexandria, VA: Author.

Cottone, R. R. & Claus, R. E. (2000). Ethical decision-making models: A review of the literature. *Journal of Counseling & Development, 78*, 275-283.

Donner, M. B., VandeCreek, L., Gonsiorek, J. C. & Fisher, C. B. (2008). Balancing confidentiality: Protecting privacy and protecting the public. *Professional Psychology: Research and Practice, 39*, 369-376.

Hawley, K. M. & Weisz, J. R. (2003). Child and therapist (dis)agreement on target problems in outpatient therapy: The therapist's dilemma and implications. *Journal of Consulting and Clinical Psychology, 71*, 62-70.

Hill, M., Glaser, K. & Harden, J. (1998). A feminist model for ethical decision making. *Women & Therapy, 23*, 101-121.

Kitchener, K. S. (1984). Intuition, critical evaluation and ethical principles: The foundation for ethical decisions in counseling psychology. *Counseling Psychologist, 12*, 43-55.

Kotsopoulou, A., Melis, A., Koutsompou, C., & Koutsompou, V. I. (2015). E-therapy: The ethics behind the process. *Procedia Computer Science, 65*, 492-499. doi: 10.1016/j.procs.2015.09.120

McCurdy, K. G. & Murray, K. C. (2003). Confidentiality issues when minor children disclose family secrets in family counseling. *The Family Journal, 11*, 393-398.

Meara, N. M., Schmidt, L. D., & Day, J. D. (1996). Principles and virtues: A foundation for ethical decisions, policies, and character. *Counseling Psychologist, 24*, 4-77.

Moleski, S. M. & Kiselica, M. S. (2005). Dual relationships: A continuum ranging from the destructive to the therapeutic. *Journal of Counseling & Development, 83*, 3-11.

Moyer, M. & Sullivan, J. (2008). Student risk-taking behaviors: When do school counselors break confidentiality? *Professional School Counseling, 11*, 236-245.

Remley, T. P. & Huey, W. C. (2002). An ethics quiz for school counselors. *Professional School Counseling, 6*, 3-11.

Urofsky, R. I., Engels D. W., & Engebretson K. (2008). Kitchener's principle ethics: Implications for counseling practice and research. *Counseling and Values, 53*, 67-78.

Welfel, E. R., Danzinger, P.R & Santoro, S. (2000). Mandated reporting of abuse/maltreatment of older adults: A primer for counselors. *Journal of Counseling & Development, 78*, 284-292.

(All required readings will be available in the file folders under the Session Resources section of Blackboard or available from the Rasmuson Library.)

Course Instructional Methods:

The following methods will be used throughout the course: didactic instruction, guided instruction, video, live demonstration, role playing, small group projects, student presentations, and structured group exercises. Most classes will follow this format/schedule:

- I. Review prior class material/Check-in re: questions
- II. Didactic Instruction followed by structured exercise/small group discussion
- III. Break
- IV. Case Vignette Ethical Decision-Making Activity/Student Presentation

Course Evaluation: Students will be evaluated based on six criteria: class participation, written papers, interviews, technology presentation, book presentation/paper, and the final paper.

1. **Class Attendance and Participation (100 points):** Students are expected to come to class prepared, with assignments turned in prior to arrival. Be ready to begin promptly at 4:10 PM. Five points are lost every time a student does not attend class and does not make it up and 2.5 points for every time a student is late and I am not notified ahead of time. If missing class is unavoidable, I must be notified before the class session. Absence does not relieve a student's responsibility of completing all assignments before the due date, or for comprehending the material presented during the class session. Excessive absences may result in the student receiving a grade of "Incomplete" for the course.

Reading assignments and participating in class discussions expected. Your attendance and the quality of your involvement in class are worth a maximum of 100 points toward your final grade. A rubric located at the end of the syllabus further delineates how you will be evaluated. *Speak out and share your perspectives; it enriches the class experience for all of us!*

- **Blackboard Discussion Introduction:** Post a one paragraph introduction of yourself on the introduction blackboard discussion board ***no later than Tuesday, _____ at 11:59pm Alaska time***. This introduction should share your counseling track, what interests you about this course, a fact about you, and a picture of yourself.
2. **Written papers:** The following written assignments will be required throughout the semester:
 - a. **Ethical Codes Comparison (30 points):** Professional counseling organizations develop ethical codes for their members to follow. Review the ethical codes of two different organizations – one must be ACA or ASCA (depending on your counseling track), the other can be APA, ASCA/ACA, or AAMFT. Concisely describe what functions these codes serve, then compare and contrast the codes themselves. DO NOT extensively quote from the codes, but indicate what is in the codes. This paper should be approximately 3 – 5 pages APA (6th ed. style)

formatted, with a title page and reference page not included in page count and be written in third person.

- b. **Journal Review/Critique (20 points):** Critical review of a recent journal article (from a scholarly professional counseling journal 2010 or later) on a topic related to ethics in the counseling profession in either a Clinical Mental Health or School Counseling setting. Students are expected to *read, analyze, react, and report* about their article. Papers should include a brief article summary, your own critique, proper article reference, and a copy of the article. The journal article paper should be approximately 4-5 pages APA (6th ed. style) formatted with a title page and reference page not included in page count and be written in third person.
- c. **Three Ethical Scenarios (20 points each/total 60 points):** Various video case demonstrations will be reviewed throughout the semester. Students will be presented with three specific cases to evaluate from an ethical standpoint as a counselor; write a **three to four (3-4) page APA (6th ed. style) formatted** paper where you implement an Ethical Decision Making Model. The 3-4 pages *does not* include the title page and the reference page. An abstract page is not necessary and will not be included in the total page count. Be sure to inform the reader which model you are using and write in the third-person. In following the model, discuss what actions you would take as you proceed through the steps. Be sure to include outside references for the step in determining/identifying the issues. Describe what particular ethical and/or legal issues are apparent, which ethical codes may be in violation, and what you might do given that particular scenario. Must be written in third person.
- d. **Reporting Abuse (15 points):** Students will write a **2-3 page APA (6th ed. style) formatted** procedure list for identifying trauma and abuse and for reporting abuse across life-span and those populations where it is mandated reporting is required. Must be written in third person.
- e. **Resource List (10 points):** Counselors are ethically responsible to be aware of the counseling resources within their practicing community. Investigate the resources within your community and develop a list of *ten* (10) (2 online resources may be used) different resources to which you could refer clients. The resources must cover at least 3 different areas (i.e. anger management, domestic violence, substance abuse). Write a *description* of each resource *including aspects such as contact information, population served, services offered, fee options, etc.* What information would you want to know if you were looking for a service? Be prepared to discuss one resource on in-depth with the class. Your resource list will be *shared* with your classmates as a resource tool.
- f. **Bad Therapy Reaction Assignment (25 points):** Please discuss your impressions and reactions to *Bad Therapy* (Kottler & Carlson, 2003). Please identify and

discuss parts of the book (provide page numbers) that you found particularly helpful for understanding professional ethics. Highlight three particularly important ethical lessons that you took from the book; no more than one lesson noted per chapter. In three paragraphs per lesson, briefly describe the scenario, how this represents an ethical dilemma, and the insights you gleaned in response. This paper should be approximately 3 pages APA (6th ed. style) formatted with a title page and reference page not included in page count and be written in first person.

- g. ***Risk Management Tool Kit (50 points)***: Students will create a file or binder to keep copies of all relevant risk management materials that they have developed and saved throughout the semester. See *The Counselor and the Law* Appendix B Risk Management Tool Kit to help determine what should be included in your tool kit. You may also include other information that you will find useful in your tool kit, but it must include the following content: (a) Ethics Codes, (b) Laws/Statutes relating to your chosen track, (c) Articles/Checklist, (d) Attorneys and Other Professionals, (e) Colleague Consultation, (f) Informed Consent, (f) Institutional Policies, (g) Termination and Abandonment, (h) Documenting Clinical Decision-Making, (i) Manage Co-occurring Relationships, (j) Practice Within your Scope of Competence, (k) Supervision, (l) Professional Liability Insurance, and (m) Licensure and credential requirements or your chosen career track.
3. **Ethics Topic Presentation (75 points)**: Presentations will be a discussion and presentation of a chosen week's topic. The presentation and discussion will be based on information on the topic through the assigned readings and at least three outside resources.

Each student is responsible to present a chapter/topic area to the class. Students will sign-up for a topic on the first night of class. A minimum of three resources other than the textbooks must be utilized and appropriately cited during the presentation. The presentations must be approximately 30-45 minutes in length and each presentation will include a handout for students in the class. The handout should be a synopsis of the essential information on the chosen topic and include information on the three resources used for the presentation. Each presentation must utilize Microsoft Powerpoint or similar program such as Prezi (you may utilize additional technology and/or audiovisual aids during the presentation). ***Handouts must be submitted to blackboard no later than 11:59PM Alaska time the day before the presentation.***

4. **Final Paper Outline (15 points)**: An outline for the final paper (including the minimum number references to be used in your paper), which needs to include enough information to show you have gathered information for each section.
5. **Final Ethics Paper (100 points)**: This paper is designed to allow students to to synthesize what has been learned over the length of this course by analyzing a case study

that they have chosen *based on a movie that has a main character that is a counselor, school counselor, therapist, or other mental health professional*. A potential list of movies will be provided, but you may discuss with me a movie that you may want to do that is not included in the list. Sign-up for movies will occur during class two and the movie must be approved by the instructor.

Students will incorporate material learned throughout the course to an ethical case study. In 15-17 pages, present the movie, dilemma(s) you choose to explore, court rulings/appeals that relate to the dilemma(s) in the movie, ethical considerations, and ethical/legal ramifications. At least ten (10) references must be from peer-reviewed literature. In addition, you are expected to cite relevant ethical codes and standards of practice, statutes and case law to support or define your position, including appropriate citations related to theory, techniques, special needs regulations, and multicultural research as applicable.

Discuss the decision-making model and procedure(s) the counseling professional used, or might have used, to help become aware of the dilemma(s). Students should determine a course of action to be taken in response to the ethical dilemma and incorporate the following:

- a. Ethical principles underlying the dilemma
- b. Value systems of the client and counselor (the student)
- c. A decision-making model (students should justify their reasoning for choosing this model)
- d. Citation of appropriate professional standards and guidelines in ACA, ASCA, and other relevant codes
- e. Consideration of the cultural context of the client and counselor
- f. Advocacy components
- g. Other action steps or considerations as discussed throughout the course
- h. Citation of at least five references (journal articles) and bibliography

You will present the findings of your paper, including your own ethical decision-making, in a brief discussion format in the final class.

You are encouraged to use the Writing Center for assistance in any stage of this assignment. You may want to talk with someone there while you are in the planning stages for your paper. **The paper should be 15-17 pages in length APA (6th ed. style) formatted (not including title page and references), Due date: _____ no later than 11:59pm Alaska Time.**

Grades:

Your course grade will be determined by the following point system:

Class Attendance/Participation	100 points
Ethical Codes Comparison	30 points
Ethical Scenario Paper (3 at 20 pts.)	60 points
Ethics Presentation	75 points
Journal Review/Critique	20 points
Reporting Abuse	15 points
Resource List	10 Points
Risk Management Tool Kit	50 points
Bad Therapy Reaction	25 points
Final Paper Outline	15 points
Final Ethics Paper	100 points
Total	500 points

Grading Scale	
465 points and up (93%)	A
450-464.9 points (90-92.9%)	A-
440-449.9 points (88-89.8%)	B+
415-439.9 points (83-87.9%)	B
400-414.9 points (80-82.9%)	B-
390-399.9 points (78-79.9%)	C+
365-389.9 points (73-77.9%)	C
340-359.9 points (68-69.9%)	D+
315-339.9 points (63-67.9%)	D
300-314.4 points (60-62.9%)	D-
Less than 300 points	F

Disability Services: *Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact me regarding the necessary accommodations.*

Support Services: *Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available by distance.*

Plagiarism. *Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, you must take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.*

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

Class Schedule, Required Readings, Assignment Due Dates

Additional work may be assigned to meet course requirements.

Class Week/ Date	Class Content	Readings	Assignments	CACREP 2016 Standards
1	Course Overview Introductions Ethics in Counseling Introduction		Sign-up for Presentation Corey Self-assessment p. 24-32 (completed in- class) Introductions on Blackboard due no later than _____ at 11:59 Alaska Time	
2	Laws and Ethics LPC Statutes and Regulations	Corey (2014) Ch. 1 Wheeler Ch. 1 Wheeler Ch. 2 only pp 13 -16 <i>Kitchener (1984)</i> <i>Urofsky, Engels, & Engebretson (2008)</i>	Final Paper Movie Sign-up	f.1.f; f.1.g; CHMC.c.2.k; CHMC.c.2.k; CHMC.c.2.l; SC.g.2.l; SC.g.2.m; SC.g.2.n
3	Professionalism	Corey (2014) Ch. 2 Wheeler only pp. 22-28	Ethical Codes Comparison Written Assignment - Due no later than ___ 11:59pm Alaska Time	f.1.d; f.1.g; f.1.i; CHMC.c.2.k; CHMC.c.2.l; SC.g.2.l; SC.g.2.n
4	Values	Corey (2014) Ch. 3 <i>Meara, Schmidt, & Day (1996)</i>	Presentation _____ Ethical Scenario #1 Written Assignment – Due no later than _____ 11:59pm Alaska Time	f.1.d; f.1.g; f.1.i; f.1.k; f.1.m; f.5.c; f.5.k; CHMC.c.2.k; CHMC.c.2.k; CHMC.c.2.l; SC.g.2.l; SC.g.2.m; SC.g.2.n
5	Diversity and Advocacy	Corey (2014) Ch. 4 <i>Hill, Glaser, & Harden (1998)</i>	Presentation _____ Journal Review/Critique Written Assignment – Due no later than _____ 11:59pm Alaska Time	f.1.d; f.1.e; f.2.c; f.2.e; f.5.f; f.5.k; f.7.m; CHMC.c.2.k; SC.g.2.a; SC.g.2.k; SC.g.2.n f.1.f; f.1.i; f.1.k; f.1.m; CHMC.c.2.l;
6	Clients Rights	Corey (2014) Ch. 5 Wheeler only pp. 16-28	Presentation _____ Resource List Written Assignment – Due no later than _____ 11:59pm Alaska Time	f.1.d; f.1.e; f.2.c; f.2.e; f.5.k; CHMC.c.2.l; SC.g.2.a; SC.g.2.k; SC.g.2.m; SC.g.2.n

7	Confidentiality	Corey (2014) Ch. 6 only pp. 202-221 Wheeler only pp. 77-83; 87-97 <i>AS 08.29.200 Confidentiality of Communications AK Case Law: Simon v. state; Allred v. State AK Rules of evid. Rule 504 Physician & Psychotherapist-Patient Privilege AK CINA Rules of Procedure Rule 9 Evidence; Privilege McCurdy & Murray (2003) Moyer & Sullivan (2008) Welfel, Danzinger, & Santoro (2000)</i>	Presentation _____ Ethical Scenario #2 Written Assignment – <i>Due no later than _____ 11:59pm Alaska Time</i>	<i>f.1.k; f.1.m; f.5.c; f.7.d; CHMC.c.2.l; SC.g.2.a; f.1.d; f.1.g; f.1.i; f.5.c; f.5.k; CHMC.c.2.k; SC.g.2.l; SC.g.2.m; SC.g.2.n</i>
8	Duty	Corey (2014) Ch. 6 pp. 221-250 Wheeler Ch. 6 Wheeler Ch. 8 AK Case Law: DSW v. FNBSD	Presentation _____ Reporting Abuse Assignment – <i>Due no later than _____ 11:59pm Alaska Time</i>	<i>f.1.d; f.1.e; f.1.m; f.2.c; f.2.e; f.5.c; f.5.d; f.5.e; f.5.f; f.5.k; f.7.m; CHMC.c.2.l; SC.g.2.a; SC.g.2.n</i>
9	Records and Documentation	Corey (2014) only pp. 166-174 Wheeler only pp. 83-87 FERPA/HIPAA/HITECH	Presentation _____ Bad Therapy Written Assignment – <i>Due no later than _____ 11:59pm Alaska Time</i>	<i>f.1.d; f.1.e; f.1.g; f.1.i; f.1.j; f.1.k; f.1.m; f.2.e; f.5.c; f.5.d; f.5.e; f.5.f; f.5.k; f.7.m; CMHC.c.2.j; CHMC.c.2.k; CHMC.c.2.k; CHMC.c.2.l; CHMC.c.2.m; SC.g.2.a; SC.g.2.k; SC.g.2.l; SC.g.2.m; SC.g.2.n</i>
10	Community	Corey (2014) Ch. 13	Presentation _____ Ethical Scenario #3 Written Assignment – <i>Due no later than 11:59pm Alaska Time 11/28/2015</i>	<i>f.1.d; f.1.g; f.1.i; f.1.k; f.1.m; f.5.c; f.5.k; CHMC.c.2.k; CHMC.c.2.k; CHMC.c.2.l; SC.g.2.l; SC.g.2.m; SC.g.2.n</i>
11	Boundaries	Corey (2014) Ch. 7 Wheeler Ch. 9	Presentation _____ Final Paper outline – <i>Due no later than _____ 11:59pm Alaska Time</i>	<i>CHMC.c.2.k; SC.g.2.n</i>

12	Technology	Corey (2014) only pp. 174-180 Wheeler Ch. 7 <i>Kotsopoulou, Melis, Koutsompou, & Koutsompou (2015)</i>	Presentation _____	<i>f.5.d; f.5.e; f.5.f;</i>
13	Multiple Clients	Corey (2014) Ch. 11 & Ch. 12 <i>Moleski & Kiselica, (2005)</i>	Presentation _____ Risk Management Toolkit Due no later than _____ 11:59pm Alaska Time	<i>f.1.e; f.1.f; f.1.g; f.1.i; f.1.k; f.1.m; f.2.c; f.2.e; f.5.c; f.5.d; f.5.k; f.7.m; CMHC.c.2.j; CHMC.c.2.k; CHMC.c.2.k; CHMC.c.2.l; CHMC.c.2.m; SC.g.2.a; SC.g.2.k; SC.g.2.l; SC.g.2.m; SC.g.2.n</i>
14	Supervision, Competence and Training Theory and Practice	Corey (2014) Ch. 8-10 Wheeler Ch. 12; pp. 191-193		<i>f.1.m; f.5.c;</i>
15	In-class discussion of final paper topics		Final Paper Due via blackboard no later than _____ at 11:59pm Alaska Time	<i>f.1.d; f.1.e; f.1.f; f.1.g; f.1.i; f.1.j; f.1.k; f.1.m; f.2.c; f.2.e; f.5.c; f.5.d; f.5.e; f.5.f; f.5.k; f.7.m; CMHC.c.2.j; CHMC.c.2.k; CHMC.c.2.k; CHMC.c.2.l; CHMC.c.2.m; SC.g.2.a; SC.g.2.k; SC.g.2.l; SC.g.2.m; SC.g.2.n</i>

Evaluation Component	CACREP 2016 Standard Assessed
Ethical Codes Comparison	<i>f.1.d; f.1.g; f.1.i; CHMC.c.2.k; CHMC.c.2.l; SC.g.2.l; SC.g.2.n</i>
Ethical Scenario Paper (3 at 20 pts.)	<i>f.1.d; f.1.g; f.1.i; f.1.k; f.1.m; f.5.c; f.5.k; CHMC.c.2.k; CHMC.c.2.k; CHMC.c.2.l; SC.g.2.l; SC.g.2.m; SC.g.2.n</i>
Ethics Presentation	<i>f.1.d; f.1.e; f.1.f; f.1.g; f.1.i; f.1.j; f.1.k; f.1.m; f.2.c; f.2.e; f.5.c; f.5.d; f.5.e; f.5.f; f.5.k; f.7.m; CMHC.c.2.j; CHMC.c.2.k; CHMC.c.2.k; CHMC.c.2.l; CHMC.c.2.m; SC.g.2.a; SC.g.2.k; SC.g.2.l; SC.g.2.m; SC.g.2.n</i>
Journal Review/Critique	<i>f.1.f; f.1.i; f.1.k; f.1.m; f.7.m CHMC.c.2.l; SC.g.2.n</i>
Reporting Abuse	<i>f.1.d; f.1.e; f.1.m; f.2.c; f.2.e; f.5.c; f.5.d; f.5.e; f.5.f; f.5.k; f.7.m; CHMC.c.2.l; SC.g.2.a; SC.g.2.n</i>
Resource List	<i>f.1.d; f.1.e; f.2.c; f.2.e; f.5.k; CHMC.c.2.l; SC.g.2.a; SC.g.2.k; SC.g.2.m; SC.g.2.n</i>
Risk Management Tool Kit	<i>f.1.e; f.1.f; f.1.g; f.1.i; f.1.k; f.1.m; f.2.c; f.2.e; f.5.c; f.5.d; f.5.k; f.7.m; CMHC.c.2.j; CHMC.c.2.k; CHMC.c.2.k; CHMC.c.2.l; CHMC.c.2.m; SC.g.2.a; SC.g.2.k; SC.g.2.l; SC.g.2.m; SC.g.2.n</i>
Bad Therapy Reaction	<i>f.1.d; f.1.e; f.1.g; f.1.i; f.1.j; f.1.k; f.1.m; f.2.e; f.5.c; f.5.d; f.5.e; f.5.f; f.5.k; f.7.m; CMHC.c.2.j; CHMC.c.2.k; CHMC.c.2.k; CHMC.c.2.l; CHMC.c.2.m; SC.g.2.a; SC.g.2.k; SC.g.2.l; SC.g.2.m; SC.g.2.n</i>
Final Paper Outline	<i>CHMC.c.2.k; SC.g.2.n</i>
Final Ethics Paper	<i>f.1.d; f.1.e; f.1.f; f.1.g; f.1.i; f.1.j; f.1.k; f.1.m; f.2.c; f.2.e; f.5.c; f.5.d; f.5.e; f.5.f; f.5.k; f.7.m; CMHC.c.2.j; CHMC.c.2.k; CHMC.c.2.k; CHMC.c.2.l; CHMC.c.2.m; SC.g.2.a; SC.g.2.k; SC.g.2.l; SC.g.2.m; SC.g.2.n</i>
Week 5 in-class discussion/presentation/Case Vignette on Diversity/Advocacy	<i>f.1.d; f.1.e; f.2.c; f.2.e; f.5.f; f.5.k; f.7.m; CHMC.c.2.k; SC.g.2.a; SC.g.2.k; SC.g.2.n</i>
Week 7 in-class Discussion/presentation/readings/Case Vignette on Confidentiality	<i>f.1.k; f.1.m; f.5.c; f.7.d; CHMC.c.2.l; SC.g.2.a; SC.g.2.n</i>
Week 12 in-class discussion/presentation/Case Vignette on Technology	<i>f.5.d; f.5.e; f.5.f;</i>

Course Rubrics

Attendance and Participation

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
ATTENDANCE	Is often late for class and leaves early without prior arrangement.	Misses no more than one class without prior arrangement. Is never late and does not leave early without prior arrangement.	Attends all classes. No missed classes without prior arrangement.	Attends all classes. No missed classes without prior arrangement. Engages other students before and after class and during breaks.
LARGE GROUP PARTICIPATION	Does not ask questions or make comments that indicate familiarity with class topics.	Rarely asks questions or makes comments that indicate familiarity with the class topics.	Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics.	Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics.
SMALL GROUP PARTICIPATION	Does not participate actively in small groups.	Rarely participates actively in small groups.	Participates in small groups.	Actively participates in small groups and is adequately prepared to discuss the class topics.
BLACKBOARD PARTICIPATION	Does not open Blackboard to access information.	Rarely opens Blackboard to access information.	Regularly uses Blackboard to enhance the classroom experience.	Actively uses Blackboard to enhance the classroom experience.

Papers and Critiques

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension.	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
COMPLETENESS	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment.	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
CONCISENESS	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.
APA FORMATTING	The paper has many departures from the APA Publication Manual, 6 th Edition.	The paper has some departures from the APA Publication Manual.	The paper has a small number of departures from the APA Publication Manual.	The paper is written in accordance with the APA Publication Manual.

Class Presentations

	Unsatisfactory	Basic	Proficient	Distinguished
KNOWLEDGE OF MATERIAL	The presenters appear to lack a basic understanding of the topic.	The presenters have a basic understanding of the topic.	The presenters have a very good understanding of the topic.	The presenters have an excellent understanding of the topic and include extra information in the presentation.
AUDIENCE ENGAGEMENT	The audience is not engaged and appears bored during the presentation.	The audience is minimally engaged, paying attention at times and not paying attention at other times.	The audience is engaged throughout the presentation.	The audience is actively engaged and appears to enjoy the presentation.
PRESENTER PARTICIPATION	Some members of the presentation team do not appear to participate.	All members of the presentation team participate, but some are not as involved as others.	All member of the presentation team participate equally.	All members of the presentation team present equally and the members appear to work as a team.
USE OF TEACHING TOOLS	Only one teaching tool is used.	More than one teaching tool is used but there is a lack of cohesion between the two tools.	Two or more teaching tools are used together effectively.	Two or more teaching tools are used together with a high level of audience response.