



**Course Syllabus for APCE 657-700 (CRN 40494):  
Legal and Ethical Aspects of Counseling and Psychology  
Summer 2022: Lowry Campus**

**INSTRUCTOR:** Jeffrey Rings, Ph.D., Licensed Psychologist, Associate Professor of APCE  
*Pronouns: he, him, his*

**CREDIT HOURS:** Three (3) semester hours

**SYNCHRONOUS DATES and TIMES:**

Fridays (5/13 and 5/27)	4pm to 10pm
Saturdays (5/14 and 5/28)	8am to 5pm
Sundays (5/15 and 5/29)	8am to 4pm

**OFFICE HOURS:** By appointment only

**CONTACT INFORMATION:**

Office: Greeley campus, McKee 202 (mailbox in McKee 248)

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Fax: 970.351.2625

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**PREREQUISITES:** None

**INSTRUCTOR QUALIFICATIONS:** Jeffrey Rings earned his Ph.D. in Counseling Psychology from the University of Denver. His research interests and areas of specialization include clinical supervision, crisis intervention, grief and loss, suicide risk assessment and prevention, and Veterans' issues.

**IMPORTANT NOTE 1:** The version of this syllabus is for master's degree-seeking students only (e.g., Clinical Mental Health Counseling, School Counseling, Rehabilitation Counseling). If you are a student in a doctoral program (e.g., Counseling Psychology), please consult the instructor and ensure that you obtain a current copy of the doctoral-level version of the syllabus.

**IMPORTANT NOTE 2:** Although every attempt will be made to follow this syllabus, the instructor reserves the right to make changes as the course proceeds. In such instances, you will be provided with as much advance notice and/or accommodations as is possible.

**COURSE DESCRIPTION:** The course covers the interrelationship of ethical standards and legal regulation in professional counseling, education, and psychology. Ethical standards, litigation, and legal regulation are examined in regard to professional practice.

**COURSE CONTENT:** This course is designed to address ethical and legal considerations for professional counseling, education, and psychology. It covers ethical standards for clinical counseling, school counseling, couples and family counseling, and psychology. It also addresses litigation and legal regulation in regard to professional practice. The course will introduce students to ethical standards of professional organizations and credentialing bodies (e.g., American Counseling Association, American School Counseling Association, American Association of Marriage and Family Therapy).

**METHODS OF INSTRUCTION:** This class is taught in a lecture/discussion/activity format. Students will be involved in learning in a variety of ways (lectures, videos, small group discussions, in-class activities and projects, whole class discussions). The reading and assignment schedule are contained in this syllabus. Students are informed of these deadlines in advance and are expected to adhere to them.

**CACREP COURSE KNOWLEDGE AND SKILL OUTCOMES (OBJECTIVES):**

In accordance with the 2016 CACREP Standards, upon successful completion of this course, students will have increased knowledge and understanding of:

1. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP Standard: 2.F.1.g). [Met through: readings, course lectures, in-class discussions, Disclosure Statement assignment and activity]
2. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP Standard: 2.F.1.i). [Met through: readings, course lectures, in-class discussions, Disclosure Statement assignment and activity, Ethics Code presentations, Values Paper assignment, Ethical Dilemma vignette assignment and activities]
3. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP Standard: 2.F.5.d). [Met through: readings, course

- lectures, in-class discussions, Disclosure Statement assignment and activity, Ethical Code presentations, Values Paper assignment, Ethical Dilemma vignette assignment and activities]
4. Legal and ethical considerations specific to clinical mental health counseling (CACREP CMHC Standard: 5.C.2.l). [Met through: readings, course lectures, in-class discussions, Disclosure Statement assignment and activity, ACA and IAMFC Ethics Code presentations, Values Paper assignment, Ethical Dilemma vignette assignment and activities]
  5. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CACREP CMHC Standard: 5.C.2.m). [Met through: readings, course lectures, in-class discussions, Disclosure Statement assignment and activity, Ethics Code presentations, Ethical Dilemma vignette assignment and activities]
  6. Ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling (CACREP MCFC Standard: 5.F.2.o). [Met through: readings, course lectures, in-class discussions, Disclosure Statement assignment and activity, ACA and IAMFC Ethics Code presentations, Values Paper assignment, Ethical Dilemma vignette assignment and activities]
  7. Legal and ethical considerations specific to school counseling (CACREP SC Standard: 5.G.2.n). [Met through: readings, course lectures, in-class discussions, ASCA Ethics Code presentation, Values Paper assignment, Ethical Dilemma vignette assignment and activities]
  8. Professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within a managed care system (CACREP CRC Standard: 5.D.2.t). [Met through: readings, course lectures, in-class discussions, Disclosure Statement assignment and activity, ACA Ethics Code presentation, Ethical Dilemma vignette assignment and activities]
  9. Legal and ethical issues and responsibilities in clinical supervision (CACREP Standard: 6.B.2.j). [Met through: readings, course lectures, in-class discussions, Disclosure Statement assignment/activity, ACA/IAMFC/ASCA Ethics Code presentations, Values Paper assignment]

### TEXTS AND ADDITIONAL REQUIRED READINGS:

- 1) Corey, G., Corey, M., & Corey, C. (2018). *Issues and ethics in the helping professions* (10<sup>th</sup> ed.). Belmont, CA: CEngage. ISBN-13: 9781337406291.
- 2) Your respective professional organization's code of ethics, as applicable. All are available online through the respective organizations' websites as well as this course's public Dropbox folder.
  - **All PC Students** must acquire the American Counseling Association *Code of Ethics*, 2014 version.
  - **School Counseling majors ALSO** must acquire the American School Counselor Association's *Ethical standards for school counselors*, 2016 version.
  - **Marriage, Couples, and Family Counseling/Therapy majors ALSO** must acquire codes of ethics for **BOTH** (a) the AAMFT, 2015 version; and (b) the IAMFC, 2017 version.

- **Rehabilitation Counseling majors ALSO** must acquire the Commission on Rehabilitation Counselor Certification's *Code of professional ethics for rehabilitation counselors*, 2017 version.
  - If students are enrolled in an additional specialty, they should consult with the instructor.
- 3) *Journal Articles*: Several journal articles also will serve as required readings in addition to these texts. These specific articles are noted below in the Course Schedule and References List on the last page. You are responsible for securing these readings from the UNC Library system or through this course's public Dropbox folder.
- 4) The appropriate CO DORA Documents. These documents (e.g., Colorado Mental Health Statutes, the respective appropriate Board of Examiner Rules and Policies documents) all are available for download directly via DORA's website or through this course's public Dropbox folder on the first day of the course.

**NOTE:** The course's public Dropbox folder can be accessed here:  
[https://www.dropbox.com/sh/zho7ju9sg5mw658/AAAcDPDOA9N-kMm\\_Gu4fX7QMa?dl=0](https://www.dropbox.com/sh/zho7ju9sg5mw658/AAAcDPDOA9N-kMm_Gu4fX7QMa?dl=0)

### **Also Highly Recommended**

- 1) Kottler, J.A., & Carlson, J. (2002). *Bad therapy: Master therapists share their worst failures*. New York, NY: Routledge. ISBN-10: 0415933234
- 2) \*Lane, D. K. (2020). *The legal guide for practicing psychotherapy in Colorado, 2020-2021 academic year*. Denver, CO: CLE in Colorado, Inc.

\*Available at: <https://cle.cobar.org/Books/Product-Info/productcd/ZLGPPE21E>  
Note: If you do intend to purchase this book, please DO NOT purchase any prior editions as they are out of compliance!!!

**COURSE REQUIREMENTS/ASSIGNMENTS:** All written assignments should be submitted using standard APA format (seventh edition). Unless indicated otherwise, please submit all assignments electronically via Canvas through the appropriate portal (e.g., Assignments tab). All assignments are due before class on the respective dates posted in this syllabus. Any assignment turned in later than the posted time will receive a 10% reduction in the total points possible for that assignment for **each day** that it is late. Exceptions will be made only in cases of documented family or personal emergencies. Out of courtesy, please do not submit assignments during class time; instead, wait until designated breaks or after class.

1) **Class Attendance/Participation (15 points)**: Please plan to attend all course meetings in their entirety and **meaningfully engage** in all course discussions and activities. Your attendance and degree of participation will be tracked by the instructor. Meaningful engagement means that your comments are additive to the discussion at hand and do not detract from the conversation or are not focused solely on personal issues. This class is highly collaborative in nature, thus a failure to remain meaningfully engaged potentially impacts the learning of the whole group.

*You are expected to notify the instructor, via email, of any need to be late to class. If you suspect that attendance of any portion of this class may be difficult for you, then you are STRONGLY ENCOURAGED to take it at another time. Lack of participation or tardiness will result in a loss of points and a possible course grade reduction of at least one letter grade. Any unexcused absence may result in failing the course. "Incompletes" are to be completed in the next academic term.*

Please read the assigned readings **prior** to class and be prepared to discuss during class. Lecture and small group discussion times will highlight the materials assigned for that day. Students are responsible for all of the material in the assigned readings, as not everything in the readings can be discussed during class time.

2) **Personal Values Assessment (25 points; Due 5/17 @ 11:59pm)**: [*\*NOTE: This assignment also is being completed as part of the PC Program's Student Biannual Review Process. Please consult the program for further details regarding its submission.*]

**Prompt:** Please reflect on/consider your own set of personal values, beliefs, and unique characteristics as discussed in class; then, respond to the following two prompts in no more than seven pages of total text:

- Please describe three personal values, beliefs, or characteristics that you believe could negatively impact your work as a counselor. Please explain your points in some detail, including some examples that provide context.
- Please describe three personal values, beliefs, or characteristics that you believe could positively impact your work as a counselor. Again, please explain your points in some detail, including some examples that provide context.

**Further Instructions:** You're welcome to address particular values that you hold, beliefs, characteristics of yours, and so on that make up who you are as a person all BEFORE you entered the profession. In other words, these all are to be personally-based rather than professionally-based. For each of these that you choose to write about (three potentially hindering your work in the profession, three potentially helpful), you need to (a) concretely explain what you mean by it, (b) explain how you

think it originated, (c) how you think that it might impact your work with clients, and for the three potential hindrances, (d) how you'll try to counteract said potential impact. Please address each one of the six separately, in about a page apiece. If you want to address one particular issue as both positive and negative, you may do that no more than once, and you then need to write about it twice.

**3) Ethical Dilemma Assignment (40 points; Final Draft):** You will be given one case study involving an ethical dilemma for you to resolve; one that is relevant to your unique area of concentration/field of study. Further instructions will be provided when your case study is distributed.

- Rough Draft due: 5/20 (11:59pm)
  - You then will be assigned to meet with your small group consultation team for 60 to 90 minutes sometime before Weekend 2!!!
  - Large group consultation meetings will occur *during* Weekend 2.
- Final Draft due: 5/29 (11:59pm)

**4) Personal Disclosure Statement Document (20 points; Due 5/26 at 11:59pm):**

Following graduation yet pre-licensure, imagine that you will be working in a private practice setting. Please develop and customize a personal disclosure statement document that you could use at that time; include everything that is required as well as some personal touches. *You are allowed to be informed by, but you may not plagiarize, others' disclosure statements.*

**NOTE:** You MUST bring a PAPER copy of your DS to class on Friday 5/27!!!

*Important note: This is a simulated informed consent document only. Once you are out of school, at minimum you would need to modify this document to fit your work environment and to ensure that it remains compliant with current Colorado law.*

**BREAKDOWN OF TOTAL POINTS POSSIBLE:**

<b>Attendance/Participation:</b>	<b>15 points</b>
<b>Personal Values Assessment:</b>	<b>25</b>
<b>Ethical Dilemma (Final Draft):</b>	<b>40</b>
<b><u>Personal Disclosure Statement:</u></b>	<b><u>20</u></b>
<b>Total Points Possible:</b>	<b>100 points</b>

**TENATIVE COURSE SCHEDULE:**

**\*\*PLEASE NOTE:** Although every attempt will be made to follow this schedule, Dr. Rings reserves the right to make changes as the semester proceeds. In such instances, you will be provided with as much advance notice and/or accommodations as is possible.

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
<b>5/13</b>	<ul style="list-style-type: none"> <li>• Course Orientation/Introductions</li> <li>• Introduction to Ethics/Ethics Codes</li> <li>• Ethics Code Group Presentation Prep</li> </ul>	<ul style="list-style-type: none"> <li>• Corey: Chp 1</li> <li>• All ethical codes as applicable</li> </ul>
<b>5/14</b>	<ul style="list-style-type: none"> <li>• Therapist Personhood/Values</li> <li>• Ethics Code Group Presentations</li> <li>• Professional Competence</li> </ul>	<ul style="list-style-type: none"> <li>• Corey: Chps 2, 3, 8</li> <li>• Kocet &amp; Herlihy, 2014</li> <li>• Zerubavel &amp; Wright, 2012</li> </ul>
<b>5/15</b>	<ul style="list-style-type: none"> <li>• DORA &amp; CO Mental Health Law</li> <li>• Ethical Decision-Making Models</li> <li>• Informed Consent</li> <li>• Ethical Issues in School Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Corey: Chp 5</li> <li>• Crowder &amp; Lowe, 2000</li> <li>• Kiel &amp; Knoblauch, 2010</li> <li>• Luke et al., 2017 (SC only)</li> <li>• Tuttle et al., 2019</li> <li>• DORA Documents</li> <li>• Values Paper due 5/17</li> <li>• Ethical Dilemma (RD) due 5/20</li> <li>• Disclosure Statement due 5/26</li> </ul>
<b>5/27</b>	<ul style="list-style-type: none"> <li>• Managing Boundaries &amp; MRRs</li> <li>• Personal Disclosure Statements* (*MUST bring PAPER copy to class!)</li> <li>• The Case of Jimmy</li> </ul>	<ul style="list-style-type: none"> <li>• Corey: Chps 7</li> <li>• Joint Task Force..., 2013</li> <li>• Landon et al., 2019</li> </ul>
<b>5/28</b>	<ul style="list-style-type: none"> <li>• Confidentiality</li> <li>• Multicultural Counseling Competencies</li> <li>• Social Justice</li> <li>• The Case of Lily</li> <li>• The Case of Robert</li> </ul>	<ul style="list-style-type: none"> <li>• Corey: Chps 4, 6, 13</li> <li>• Lund et al., 2017</li> <li>• McIntosh, 1989</li> <li>• Sue, 2017</li> </ul>
<b>5/29</b>	<ul style="list-style-type: none"> <li>• Going to Court</li> <li>• Ethical Issues in CFT</li> <li>• The Hoffman Report</li> <li>• Termination</li> </ul>	<ul style="list-style-type: none"> <li>• Corey: Chps 9, 10, 11</li> <li>• Murphy, 2011</li> <li>• Vasquez et al., 2008</li> <li>• Woody et al., 2022</li> <li>• Ethical Dilemma Final due 5/29</li> <li>• All Extra Credit due 5/31</li> </ul>

**ACADEMIC INTEGRITY:** Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

**PROFESSIONAL CONDUCT:** Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior which is deemed unethical may be grounds for dismissal from the program.

**DISABILITY RESOURCES:** It is the policy and practice of UNC to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g., time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact the Disability Resource Center (DRC) to request accommodations. Office: 970-351-2289, Michener Library L-80. Students can learn more here: <https://www.unco.edu/disability-resource-center/>

**EQUITY AND INCLUSION:** The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact Chief Diversity Officer, Dr. Tobias Guzman, at 970-351-1944. If students want to report an incident or learn more about identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance)

**ELECTRONIC DEVICES:** All phones and pagers are to be turned off or set to vibrate mode during class time. No emailing, MySpacing, texting, etc. during class time. If a student has a particular need (e.g., is on-call for work or has children at home) they are encouraged to notify the instructor prior to the beginning of class so that accommodations can be made.

**AUDIO/VIDEO RECORDING POLICY:** With the exception of your own written work and other-published works, all other course-related materials are considered the intellectual property of the instructor and/or the UNC Department of Applied Psychology and Counselor Education. Audio/video recording of any and all occurrences during class time (e.g., lectures, discussions, presentations, activities, small group projects, etc.) is expressly prohibited by the instructor. Exceptions may be granted based on documented disability (see Accommodations Statement above) or on a case-by-case basis only. Violations of this policy may be considered as violations of academic and/or professional conduct as described above.

**ATTENDANCE:** Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the



instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

**COVID-19:** The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. Students should review the [Coronavirus website](#) for the current academic term for the most up to date guidance. Students who fail to comply with UNC's public health requirements, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Dean of Students office.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

**TITLE IX:** The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware that all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

- UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>
- UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit [unco.edu/sexual-misconduct](http://unco.edu/sexual-misconduct). Students may also contact OIEC at 970-351-4899 or email [titleix@unco.edu](mailto:titleix@unco.edu).

**FOOD INSECURITY AND BASIC NEEDS:** Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit [www.unco.edu/bear-pantry](http://www.unco.edu/bear-pantry) for more information.

Students who face challenges securing their food or housing and believe this may affect their performance in this course are also urged to contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS can assist students during difficult circumstances, which may include medical, mental health, personal or family crisis, illness, or injury. The Dean of Students Office/SOS can be reached at [dos@unco.edu](mailto:dos@unco.edu) or at 970-351-2001.

**LAND ACKNOWLEDGEMENT:** The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the UNC community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

**NAME IN USE/PRONOUN IN USE/NAME CHANGE:** Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

**WRITING CENTER:** The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system: [www.unco.mywconline.com](http://www.unco.mywconline.com). You will need to create a new account if you've never visited the Writing Center before. We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230. We also have walk-in sessions in the library (first floor) Monday – Thursday evenings, 5 – 8pm. If your instructor requires you to visit us, make sure to alert your Consultant, and/or check the box on the appointment form, and we'll send an email confirmation to your instructor. For more information, email [writingcenter@unco.edu](mailto:writingcenter@unco.edu) or visit [www.unco.edu/writing-center](http://www.unco.edu/writing-center).

**ADDITIONAL REQUIRED READINGS:**

- Crowder, C., & Lowe, P. (2000, October 29). Her name was Candace: Promises broken, a killing in therapy, a life erased. *Rocky Mountain News*.
- Joint Task Force on the Development of Telepsychology Guidelines for Psychologists. (2013). Guidelines for the practice of telepsychology. *American Psychologist*, 68(9), 791-800.
- Kiel, J. M., & Knoblauch, L. M. (2010). HIPAA and FERPA: Competing or collaborating? *Journal of Allied Health*, 39(4), E161-E165.
- Kocet, M. M., & Herlihy, B. J. (2014). Addressing value-based conflicts within the counseling relationship: A decision-making model. *Journal of Counseling and Development*, 92, 180-186.
- Landon, T., McKnight-Lizotte, M., Connor, A., & Pena, J. (2019). Rehabilitation counseling in rural settings. *Journal of Rehabilitation*, 85(2) 47-57.
- Luke, M., Gilbride, D., & Goodrich, K. M. (2017). School counselors' approach to ethical decision making. *Journal of Counselor Leadership and Advocacy*, 4(1), 1-15.
- Lund, E. M., Schultz, J. C., Nadorff, M. R., Galbraith, K., & Thomas, K. B. (2017). Experience, knowledge, and perceived comfort and clinical competency in working with suicidal clients among vocational rehabilitation counselors. *Rehabilitation Counseling Bulletin*, 61(1), 54-63.
- McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Independent School*, 49, 31-36.
- Murphy, S. N. (2011, February 21). Your witness. *Counseling Today*. Retrieved from: <http://ct.counseling.org/2011/02/your-witness/>
- Sue, D. W. (2017). The challenges of becoming a White ally. *The Counseling Psychologist*, 45(5), 706-716.
- Tuttle, M., Ricks, L., & Taylor, M. (2019). A child abuse reporting framework for early career school counselors. *The Professional Counselor*, 9(3), 238-251.
- Vasquez, M. J. T., Bingham, R. P., & Barnett, J. E. (2008). Psychotherapy termination: Clinical and ethical responsibilities. *Journal of Clinical Psychology*, 64(5), 653-665.
- Woody, W. D., Gretz, D., LaFary, K., & Rosenblum, C. (2022). (Un)Ethical consequences: How psychology's Cold War defense of military personnel led to enhanced interrogation techniques in the War on Terror. *American Psychologist*, 77(2), 221-233.
- Zerubavel, N., & Wright, M.O. (2012). The dilemma of the wounded healer. *Psychotherapy*, 49(4), 482-491.

**\*\*\*SAVE A COPY OF ALL SYLLABI FOR YOUR RECORDS  
AND FOR POSSIBLE FUTURE SUBMISSION TO LICENSURE BOARDS\*\*\***

## APCE 657: Professional Identity and Ethics Assessment Rubric

Professional Identity and Ethics – Students will demonstrate an understanding of the counseling profession, develop an identity as a professional counselor, and abide by the counseling-related legal and ethical guidelines.				
Knowledge Learning Outcome Assessed	Exemplary	Proficient	Partially Proficient	Beginning
<b>Ethical Practice</b> Student demonstrates knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, non-maleficence, justice, and fidelity in their work across client populations and community settings.	Student demonstrates superior knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, non-maleficence, justice, and fidelity in their work across client populations and community settings.	Student demonstrates basic, entry-level knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, non-maleficence, justice, and fidelity in their work across client populations and community settings.	Student demonstrates limited knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, non-maleficence, justice, and fidelity in their work across client populations and community settings.	Student demonstrates a lack of knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, non-maleficence, justice, and fidelity in their work across client populations and community settings.
<b>Application of Ethical Codes</b> Student demonstrates the knowledge and skills in applying relevant professional ethical codes to guide their	Student demonstrates superior knowledge and skills in applying relevant professional ethical codes to guide their work and	Student demonstrates basic, entry-level knowledge and skills in applying relevant professional ethical codes to guide their	Student demonstrates limited knowledge and skills in applying relevant professional ethical codes to guide their work and decision-	Student demonstrates a lack knowledge and skills in applying relevant professional ethical codes to guide their work and decision-

work and decision-making in their practice of counseling.	decision-making in their practice of counseling.	work and decision-making in their practice of counseling.	making in their practice of counseling.	making in their practice of counseling.
<b>Professional Identity</b> Student demonstrates an understanding of their professional role and identity as a counselor, and their professional responsibility to their community.	Student demonstrates a superior understanding of their professional role and identity as a counselor, and their professional responsibility to their community.	Student demonstrates a basic, entry-level understanding of their professional role and identity as a counselor, and their professional responsibility to their community.	Student demonstrates a limited understanding of their professional role and identity as a counselor, and their professional responsibility to their community.	Student demonstrates a lack of understanding of their professional role and identity as a counselor, and their professional responsibility to their community.
<b>Professional Boundaries</b> Student demonstrates an understanding of the application of professional boundaries in their work with clients and the community; including respecting the values, cultural norms, and beliefs of others, while maintaining an awareness of self.	Student demonstrates a superior understanding of the application of professional boundaries in their work with clients and the community; including respecting the values, cultural norms, and beliefs of others, while maintaining an awareness of self.	Student demonstrates a basic, entry-level understanding of the application of professional boundaries in their work with clients and the community; including respecting the values, cultural norms, and beliefs of others, while maintaining an awareness of self.	Student demonstrates a limited understanding of the application of professional boundaries in their work with clients and the community; including respecting the values, cultural norms, and beliefs of others, while maintaining an awareness of self.	Student demonstrates a lack of understanding of the application of professional boundaries in their work with clients and the community; including respecting the values, cultural norms, and beliefs of others, while maintaining an awareness of self.