



Ethical, Legal, and Transitional Issues: PSYCHOLOGY 6460 Fall 2022 (August 29-December 13)

Instructor: Kathryn S. Bitner, PhD

Email: kathy.bitner@gmail.com

Phone: 801.803-3113 (cell)

Instructor: Megan Mueller, MS Psy.

Email: meganmuellerUSU@gmail.co

Phone: 435.720.0835 (cell)

Office Hours: by appointment

Course Description: Ethics, Law, and Transition Issues is a graduate level course intended for students who plan to license for and enter the field of professional school counseling. The course is based on essential knowledge and skills as established by the Utah State Board of Education and CACREP (2016) standards. Specifically, this course focuses on professional ethics for school counselors, legislation affecting school counselors and the transition process for all students.

Prerequisites: Students are expected to be admitted into the school counseling program or received department permission.

Course Objectives (Knowledge & Skill Outcomes): At the successful completion of the course students should be able to demonstrate a(n):

1. Understanding professional roles, functions and relationships with other human service providers
2. Proficiency in technological competence and computer literacy
3. Knowledge of professional organizations, their divisions, branches, and affiliates; membership benefits, activities, services to members and current emphases of the following organizations: ACA, ACTE, ASCA.
4. Knowledge of public and private policy processes, including the role of the professional school counselor in advocating on behalf of the profession and program
5. Knowledge of advocacy processes needed to address institutional and social barriers including, but not limited to SES, ethnicity, gender, culture, diversity, etc. that impede quality, access, equity and success for students
6. Knowledge of ethical standards of ACA, ACTE, ASCA and related entities, and applications of ethical and legal considerations in professional school counseling
7. Knowledge of the school setting environment, and pre K-12 curriculum
8. Understanding of current issues, policies, laws, and legislation relevant to school counseling)
9. Ability to identify ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors)
10. Advocacy skills for all students and for effective school counseling programs supported by data collection, analysis and presentation

Required Materials: The required text for this class is: Stone, C. B. (2017). Ethics and law: School counseling principles (4th ed.). American School Counselor Association. (Students may also use the 5th ed. Differences will be noted in class.)

Additional class readings will be taken from the American School Counselor Association website. It is expected that all students join the association as student members. Information can be found at www.schoolcounselor.org. In addition, students are encouraged to join the Utah School Counselor Association. The student cost is \$40. Information can be found at www.utschoolcounselor.org. All students must have access to the Utah College and Career Readiness Comprehensive School Counseling Program Model, (3rd Edition), 2020. The document can also be accessed online at: [College and Career Readiness School Counseling Program Model Third Edition \(utah.gov\)](http://College and Career Readiness School Counseling Program Model Third Edition (utah.gov)). Students will find it beneficial to have access to The ASCA National Model (4th Edition).

Accommodations: The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program." If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (435.797.2444), preferably during the first week of the course.

Student Expectations: Students are expected to actively participate in the class and present their own viewpoints regarding the course content while respecting and appreciating any differing points of view offered by classmates or the instructor. Students should respect their peers (e.g., do not interrupt them while they are talking, judging them about their opinions, monopolizing the discussion, or using your cell phone during class). Sharing of personal experiences is encouraged in the classroom. However, the instructor and the students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by colleagues outside of the classroom.

This is a broadcast class. Students are expected to attend class at their site. However, class will also be available through Zoom for those unable to attend.

Academic Honesty: Work done for class is expected to be the individual student's own work and acknowledgment of other's work is anticipated. USU expects students to maintain the "highest standards of academic honesty." Information regarding academic honesty (including cheating, falsification, plagiarism and consequences for these actions) can be found in the general course catalog under "*The Code of Policies and Procedures for Students at Utah State University*", Article VI, Section 1 found at: [Academic Honesty/Integrity - Utah State University - Acalog ACMS™ \(usu.edu\)http://catalog.usu.edu/content.php?catoid=12&navoid=3140](http://catalog.usu.edu/content.php?catoid=12&navoid=3140)

Sexual Harassment: Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/ EEO Office at 435-797-1266.

Structure of the Course/Method of Instruction: The course may include lecture, readings, audiovisual examples, class discussions, experiential exercises, written assignments and exams. The class is divided into 14 modules, a midterm and a final.

Course Assignments: Assignments are created to give students experience with career counseling and to explore their own career development. Assignments have individual assignment sheets provided in each module and are to be turned in via Canvas before the due date unless other arrangements have been made.

- **Current Ethical School Counseling Issue (100 points):** Students will find a current ethical issue relating to school counselors in the news (online, US related within the last two years) and present it in a small group (5 people). After presenting, students will submit a one page response summarizing the article, listing what ASCA ethical issue it relates to, and response of students in groups. See assignment sheet for details.
- **Ethical/Legal Case Study (100 points):** Students will lead a discussion on a case study and submit a one page summary of the experience. Details on assignment sheet.

Course Activities: In-class assignments are given during weeks 1-6 and 8-13. Each assignment is worth 10 points; with the two lowest scores being dropped. If you are absent, you will receive a zero on the in-class assignment. If you need to be absent more than twice during the semester, please contact the instructor to discuss your assignments. Assignments will be given in class and must be turned in at the end of class. Examples may include: ethics quiz, ethical comparison, checklists, evaluations, etc.

Course Assessments:

- **Reading Quizzes (0 points):** Optional reading quizzes are available.. They are not worth points but will serve as a study guide for the final. Quizzes will only be available until the module deadline and should be used to assist in reading the text.
- **Mid-term and Final Exam (200):** The mid-term and final exam will be questions selected from the reading quizzes and lectures. The final is **closed book** meaning that you cannot use any notes, books or additional "helps". You need to have a secure foundation of ethics and laws. You may not use an internet search during the final. Please do not discuss the final with anyone other than the instructors.

Grading: The following percentages will be used to determine grades:

A = 94-100%, A- = 90-93%, B+ = 87-89%, B = 84 -86%, B- = 80-83%, C+ = 77-79%, C = 74-76% and so forth.



Ethical, Legal and Transition Issues in School Counseling
PSYCHOLOGY 6460 CLASS SCHEDULE
Fall Semester 2022 (August 30-December 13)

Instructor: Kathryn S. Bitner, PhD	Email: kathy.bitner@gmail.com	Phone: 801.803-3113 (cell)
Instructor: Megan Mueller, MS Psy.	Email: meganmuellerUSU@gmail.com	Phone: 435.720.0835 (cell)
Office Hours: by appointment		

Class Schedule: Due to the nature of the course, the class schedule is subject to revisions during the course of the term. Students will be notified in advance of changes.

Module	Date	Class Topic /Activity	Reading	Assignments	Objectives
1	8/30	Course Introduction		In-class	1, 3, 4, 6, 7, 8, 9
2	9/6	Ethics Introduction & History Professionalism	Text chapter 1 & 2	In class Reading quiz Current Events 1	1, 3, 4, 6, 7, 8, 9
3	9/13	Cyberspace How Covid-19 changed schools	Text chapter 3	In class Reading quiz Current Events 2	2, 6, 7, 8, 9
4	9/20	FERPA/PPRA, Negligence	Text chapter 4 & 5	In class Reading quiz Current Events 3	6, 7, 8, 9
5	9/27	Obligation to the Court/School Boards; Violence and Criminal Activity/Suicide Laws	Text chapter 6 & 13	In class Reading quiz Current Events 4	4, 6, 7, 8, 9
6	10/4	Child Abuse, Individual Counseling & Group Counseling	Text chapter 7 & 8	In class Reading quiz Current Events 5	6, 7, 8, 9
7	10/11	Mid-term REVIEW	No additional reading	Midterm (online) covers modules 1-6; chapters 1-8 & 13	Review
8	10/18	Transitions to Schools	ASCA articles	In class Reading quiz Case Study 1	6, 7, 8, 9

9	10/25	Sexually Active Students	Text chapter 9	In class Reading quiz Case Study 2	6, 7, 8, 9
10	11/1	LGBTQ+/Allies	Text chapter 10	In class Reading quiz Case Study 3	6, 7, 8, 9
11	11/8	Bullying, Cyberbullying and Sexting	Text chapter 11 & 12	In class Reading quiz Case Study 4	4, 6, 7, 8, 9
12	11/15	Title IX, 504, IDEA; Ethics for Students with Disabilities, Gifted Students and Twice gifted students (ADHD/Accelerated)	ASCA articles	In class Reading quiz Case Study 5	6, 7, 8, 9
	11/22	Thanksgiving Break			
13	11/29	Advocacy	Text Chapter 14	In class Reading quiz	5, 6, 8, 9, 10
14	12/6	Review Ethics Quiz Questions & Answers Review for final	No additional reading	Final (online) opens covers midterm material and modules 8-13; chapters 9-12 and 14 and ASCA articles	Final
	12/13			FINAL	Due 10:30 pm