



Department of Educational Psychology and Counseling

Course Syllabus EPC 671

Wednesdays • 4:00 pm – 6:45 pm • Fall 2024

Instructor:

Office:

Phone:

Email:

Office Hours:

Course Description

This course is focused on laws, ethical decision-making, professional identity, professional advocacy, mandated reporting, and credential requirements that relate to professional counselors in California. Emphasis is on differing ethical standards across practice contexts as well as ethical issues related to working with and advocating for diverse students, families, schools, and the larger communities they serve

Units: 3

Prerequisites: Formal admission into the counseling program as an unclassified graduate student by the Department of Educational Psychology and Counseling

Conceptual Framework Michael D. Eisner College of Education

Regionally focused and nationally recognized, the Michael D. Eisner College of Education is committed to ***Excellence and Innovation***. Excellence in the acquisition of professional knowledge, skills, and dispositions is evidenced by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships that represent communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

- | | |
|---|----------------------------------|
| ▪ Excellence in professional and academic preparation | Collaborative partnerships |
| ▪ Evidence of growth and renewal | Communities of diverse learners |
| ▪ Ethical and caring professionals | Creative and reflective thinking |

Instructional Philosophy

The Counseling programs at CSUN are designed based on learning-centered, outcome-based educational principles as described below:

Learning-Centered Education

- A cross-disciplinary, constructivist pedagogical model, learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content.
- In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it.
- Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship.

Outcome-Based Education

- Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives.
 - Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum.
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CACREP standards

SECTION 5E: COLLEGE COUNSELING AND STUDENT AFFAIRS

CONTEXTUAL DIMENSIONS

- b. roles of college counselors and student affairs professionals in relation to the operation of the institution's emergency management plan, and crises, disasters, and trauma
- o. professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings
- p. legal and ethical considerations specific to higher education environments

SECTION 5G: SCHOOL COUNSELING

CONTEXTUAL DIMENSIONS

- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- k. community resources and referral sources
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. legislation and government policy relevant to school counseling
- n. legal and ethical considerations specific to school counseling

CTC School Counseling Performance Expectations Covered in this Class:

SCPE 2.1: Develop and apply an ethical decision-making process.

SCPE 2.2: Articulate school counseling philosophy as it pertains to school counselor professional identity.

SCPE 2.3: Locate and identify key state provisions such as California Education Codes (EC § 49600, 49602) and California Code of Regulation (CCR § 80049.1) and key local provisions in board policy, school counselor job description and certificated collective bargaining agreement.

SCPE 2.4: 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 2.5: 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 2.7: Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.

SCPE 2.9: 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 2.10: Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor PPS School Counseling 14 Association (ASCA), American Counseling Association (ACA), and American Psychological Association (APA).

SCPE 2.11: Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession.

SCPE 2.12: Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession

Student Learning Outcomes of EPC 671**Course Objectives:**

1. Students will be able to describe and apply ethical decision-making models to diverse scenarios with children and families and stake-holders in the school setting
2. Students will be able to apply state and federal laws, including mandated reporting laws that pertain to professional counselors in California.
3. Students will be able to thoughtfully and critically apply ACA ethical codes.
4. Students will be able to describe variations in ethical practice across contexts, including working in differing levels of schools, colleges and universities, and when working with diverse populations.
5. Students will be able to accurately complete a child abuse reporting form for the State of California.

Instructional Format

Readings, class and small group discussions, demonstration/ modeling, case presentations; case vignettes.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is required. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Due Dates and Times

Due dates and times are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity or extreme circumstance. Assignments are due on the identified date at the beginning of class (4pm) and must be submitted via Canvas. There will be no rewrites of assignments; therefore, it is necessary that you submit your best work. **Note:** Emailed assignments will not be accepted as there are often issues with opening documents and/or the formatting is incorrect.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to the unforeseen grave circumstance(s) at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form ([Incomplete Request](#)).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the professor during the ***first two weeks of class*** so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a student in a professional training program, you are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class with assignments complete.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared for in-class discussions.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Attending to class discussions/lectures and using technology (Laptops/iPads/etc.) for class purposes only.
 - *Note:* It can be very tempting to check email, instant message, play games, etc. during class when using technology at your desk. Should you ***appear*** to be disengaged from class discussions, lectures, or small/large group activities, points will be deducted from your overall participation and professionalism grade.
- Please – No texting, use of Twitter, Skype, or emailing during class. It is very distracting to others.
- Managing personal information (own and others') appropriately.
- Seeking assistance related to assignments in advance of due dates.
- Engaging in email communication with students and faculty appropriately and professionally (e.g. proper email etiquette, using appropriate language, etc.).
- Please ensure you have turned off your cell phone in class or placed it on silent.

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department Student Affairs Committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify the professor **within the first two weeks of class**. Students interested in accommodations should contact the university's office for students with disabilities (Disability Resources and Educational Services, 818/677-2684); only this office can recommend and arrange for accommodations. No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information. Additionally, students should refer to the Ethics Codes of the American Counseling Association (ACA) and the American School Counselor Association (ASCA) for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism and self-plagiarism, students can refer to the *APA Publication Manual, 6th edition*. Additionally, students must submit original work. Any papers or assigned writing must be original work and cannot be taken from previous papers submitted for other courses. If you are found submitting a paper in this manner, you will receive a 0 on the assignment and your participation and professionalism grade will be lowered by up to 7.5 points. Any student caught cheating will be referred to the department Student Affairs Committee.

Useful Links

CSUN's Computer Support

[CSUN Helpdesk](#)

Request for Incomplete Grade

[Incomplete Grade - Request Form](#)

Disabilities Resources and Educational Services

[DRES](#)

Writing Center

[Learning Resource Center](#)

The Pride Center

[CSUN Pride Center](#)

Research and Library Assistance

[Research and Library Assistance](#)

CSUN Student Conduct Policies

[Student Conduct Policies](#)

Required Readings

Wheeler, A; and Bertram, B (2019). *The Counselor and the Law: A Guide to Legal and Ethical Practice, 8th Edition*. American Counseling Association. Alexandria, VA.

(ISBN: 978-1-119-60211-8)

American Counseling Association. (2014). *Code of ethics and standards of practice*. Alexandria, VA: Author.

Additional readings as assigned

ASSIGNMENTS

Quizzes (SCPE 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.9, 2.10, 2.11, 2.12)

Regularly scheduled quizzes will be given over the course of the semester. These quizzes will cover information from **assigned readings and class lectures**. The schedule for these quizzes and well as the readings covered is listed in the class calendar.

Child/Elder/Dependent Abuse report (SCPE 2.11)

For this assignment, students will complete a facsimile State of California report based on a child abuse scenario vignette, to be provided.

Exams

Students will take two midterm exams given during class, consisting of multiple choice and short-answer and essay questions.

Presentations

Students will offer 2 presentations on topics related to law and ethics.

Weekly code of ethics presentations. (SCPEs 2.2, 2.10)

Students will be assigned sections of the ACA code of ethics to present to the class. Students in the school counseling specialization will have the opportunity to review the ASCA ethical standards in addition to the ACA code of ethics to explore school counselor professional identity connected with philosophy and the ethical codes/standards. Students are expected to deliver these presentations in their own words (do not simply read the code). Additionally, students are expected to create presentations using power point (other software should not be used unless approved). A copy of the presentation will be submitted at least 24 hours before the day of the presentation (4pm Tuesday). The presentation should conclude with an interactive assessment of the classes acquired knowledge (i.e., kahoot).

Special topic (SCPEs 2.3, 2.4, 2.9)

Students will be assigned to groups of 2. Each group will deliver a presentation on the case or act indicated below. The purpose of the presentation is to:

- Summarize the topic.
- Describe its impact on policies and practices at K-12 schools and Secondary Education.
- Explain its relevance for counselors at K-12 schools and Secondary Education.

Presentations should be 20 min long. Presentations should be original works. Please use as many references as necessary. Reference list should be provided in APA style at the end of the presentation. Additionally, students will provide the instructor with 5 questions from their presentation which will be administered as a quiz to the class subsequent to the presentation.

1. Tarasoff v. Regents of the University of California, 551 P.2d 334 (Cal. 1976).
2. Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.* (2017).

3. Title VII of the Civil Rights Act of 1964, as amended by the Civil Rights Act of 1991, 42 U.S.C. § 2000e *et seq.* (2018) (implementing regulations found at 29 e-C.F.R. §§ 601–1614) (2018)
4. Americans With Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101 *et seq.* (2017). Americans With Disabilities Act of 1990, 42 U.S.C. §§ 12101–12213 (2017).
5. Health Insurance Portability and Accountability Act of 1996 (HIPAA), Pub. L. No. 104-191, 110 Stat. 1936 (1996). See *also* American Recovery and Reinvestment Act (ARRA) of 2009, Pub. L. No. 111-5, div. A, tit. XIII, 123 Stat. 115, 226–79, div. B, tit. IV, 123 Stat. 115, 467–96 (2009) (Health Information Technology for Economic and Clinical Health (HITECH) Act); HIPAA Privacy Rule, 45e-C.F.R. §§ 160.101–.312, 164.106, 164.500–.534 (2018); HIPAA Security Rule, 45 e-C.F.R. §§ 164.302–.318 (2017); Modifications to the HIPAA Privacy, Security, Enforcement and Breach Notification Rules, 45 e-C.F.R. §§ 160, 164 (2018).
6. Family Educational Rights and Privacy Act of 1974 (FERPA or Buckley Amendment), 20 U.S.C. § 1232g (2017). See *also* regulations at 34 e-C.F.R. § 99.31 and § 99.36 (2018).

All written work is expected to be university graduate-level quality, including typed, spell-checked, and grammatically correct. Writing must reflect competency with regard to organization of thought, grammar, and spelling. Points will be deducted for excessive grammatical or sentence structure errors. Writing must be precise and professional. All papers must be typed, double-spaced, 12-point font and follow APA 6th edition formatting guidelines. University resources are available for students who may need assistance with their writing skills.

The professor reserves the right to modify any aspect of this course as conditions require including scheduling, grading, and substance of assignments.

Grades

Midterm 1	15pts
Midterm 2	15pts
Reading quizzes	20pts (total)
Special Topic Presentation	15 pts
Weekly presentation	10 pts
Class Participation (including in-class assignments)	15 pts
<u>Child Abuse report</u>	<u>10 pts</u>
Total	100 pts

EPC 671 Calendar

	Readings	Assignments
9/1	Introduction	
9/8	Chapter 1 Overview of Law, Ethics, ACA Code of ethics, Ethical Decision-Making Process (SCPE 2.1)	Reading quiz (Ch. 1)
9/15	Chapter 2 The Counseling Profession (SCPE 2.2, 2.12)	Reading quiz (Ch. 2) Weekly presentation
9/22	Chapter 3 The Counseling Relationship	Reading quiz (Ch. 3) Weekly presentation
9/29	Chapter 4 Civil Malpractice Liability; California Education Code (SCPE 2.3)	Reading quiz (Ch. 4) Weekly presentation
10/6	Chapter 5 Confidentiality, Privilege, FERPA, ESEA, and HIPAA Privacy (SCPEs 2.4, 2.5, 2.9)	Midterm #1 (Ch. 1-5) Weekly presentation
10/13	Chapter 6 Duties to Report, Warn, and/or Protect Child/Elder/Dependent abuse (readings TBA) (SCPE 2.11)	Reading quiz (Ch. 6) Weekly presentation
10/20	Chapter 7 Records and Documentation	Reading quiz (Ch. 7) Weekly presentation
10/27	Chapter 8 Digital Technology and Counseling	Child abuse report due Reading quiz (Ch. 8) Weekly presentation
11/3	Chapter 9 Suicide and Threats of Harm to Self	Additional readings TBA Reading quiz (Ch 9) Weekly presentation
11/10	Chapter 10 Professional Boundaries and Understanding ethical and legal obligations to students, parents, administrators, and teachers (SCPEs 2.7, 2.10)	Reading Quiz (Ch 10) Weekly presentation
11/17	Chapter 12 Counselor Educators and Clinical Supervisors	Special topic presentations Midterm #2 (Ch. 6-10,)
11/24	Class review and video assignment	Video assignment
12/1	Case studies in law and ethics	Special topic Presentations Reading quiz (Ch. 12)
12/8	Final class	Special topic presentations (TBD)

Syllabus and calendar subject to change

EPC 671 CSU Northridge
Special topic In-class Student Presentation Rubric

Name(s): _____ Date: _____

Clarity

- Slides are clear and easy to read
- Information and points offered are relevant and understandable

Score 0 _____ 2

Delivery

- Presentation organized; flows well
Good introduction to components of presentation
- Maintains class engagement
- Students do not read directly from slides for entire presentation
- Adheres to prescribed time frame
- Use of 'teacher-voice' and clear voice projection, voice pacing

Score 0 _____ 9

Creativity

- Graphics included
- Slide arrangement shows creativity
- Other presentation aspects are innovative

Score 0 _____ 2

Class engagement and end assessment

- Students engage classmates in active discussion of content material
- Involve audience
- end assessment

Score 0 ____ 2

Total Points Possible: _____/15 points

EPC 671 CSU Northridge
Weekly In-class Student Presentation Rubric

Name(s): _____ Date: _____

Clarity

- Slides are clear and easy to read
- Information and points offered are relevant and understandable

Score 0 _____ 1

Delivery

- Presentation organized; flows well
Good introduction to components of presentation
- Maintains class engagement
- Students do not read directly from slides for entire presentation
- Adheres to prescribed time frame
- Use of 'teacher-voice' and clear voice projection, voice pacing

Score 0 _____ 7

Creativity

- Graphics included
- Slide arrangement shows creativity
- Other presentation aspects are innovative

Score 0 _____ 1

Class engagement and end assessment

- Students engage classmates in active discussion of content material
- Involve audience
- end assessment

Score 0 ____ 1

Total Points Possible: _____/10 points

EPC 671 INDEX for CTC Standards

Pages on which CTC Standards are Introduced in yellow, practiced in blue, assessed in green

SCPE	Introduced	Practiced	Assessed
2.1	9	7	
2.2	9	7	7
2.3	9	7	7
2.4	9	7	7
2.5	9	7	
2.7	9	7	
2.9	9	7	7
2.10	9	7	7
2.11	9	7	7
2.12	9	7	