



HDC 6120: Social, Legal and Ethical Issues in School Counseling
Vanderbilt University, Peabody College

Course Content Summary

HDC 6120 introduces principles, practices, and application of social, ethical and legal issues in school counseling. This course addresses requirements for school counseling licensure that candidates understand legal, ethical, and professional issues and standards of the counseling profession. It also addresses the specialty area requirements of CACREP for school counseling programs.

Knowledge and Skill Outcomes

(NOTE: CACREP standards are coded below and are assessed via Class Exercises [CE], Counseling Center Website [CCW], Case Study [CS], Counselor Interview [CI], and Final Exam [F].)

Upon successful completion of this course, students will be able to:

- Demonstrate knowledge of the background and theory of ethical principles and standards (2.F.1.f-g, i; 5.G.2.l-n [CS, CE, F])
- Describe differences between ethical principles and legal standards (e.g., ACA, ASCA, IDEA, HIPAA, FERPA) (2.F.1.b, e-g, l-m; 5.G.2.b, d-e, l-n; 5.G.3.1 [CS, CE, F])
- Evidence an awareness of the potential ethical dilemmas school counselors face (2.F.1.b-g, i-j, m; 2.F.2.h.; 5.G.1.a, d; 5.G.2.b, d-f, j, l-n; 5.G.3.1. [CS, CE, CI, F])
- Demonstrate an ethical decision-making process in alignment with ACA and ASCA ethical standards (2.F.1.i, m; 5.G.2.b, d-f, n; 5.G.3.1 [CS, CE, F])
- Demonstrate a working knowledge of the relevant state (TN) and national laws that pertain to school counseling (2.F.1.g [CS, CI, CE, F])
- Demonstrate a working knowledge of the relevant state (TN) and national child abuse intervention and reporting laws that pertain to all educators (2.F.1.b-c, e, g, i, l-m; 2.F.2.h.; 5.G.2.a-b, d-f, m-n; 5.G.3.1. [CS, CI, CE, F])
- Demonstrate knowledge of the legal factors involved in privileged communication (2.F.1.b-c, g, i; 5.G.2.b, m-n [CS, CI, CE, F])
- Demonstrate knowledge of suicide prevention models, crisis intervention, trauma-informed, and community-based strategies (e.g., psychological first aid; 2.F.5.l-m)[CS, CI, CE, F]
- Evidence an understanding of the legal exceptions to confidentiality and privileged communication (2.F.1.b-c, g, i; 5.G.2.b, m-n [CS, CI, CE, F])
- Evidence an understanding of the legal requirements and qualifiers for records, technology, and subpoenas (2.F.1.b-c, g, i; 5.G.2.b, m-n [CS, CI, CE, F])

CURRICULUM STANDARDS ADDRESSED 2016 CACREP Core Standards

Standard		Assessed
2.F.1.b	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation	CE, CI, F

2.F.1.c	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	CE, CS
2.F.1.d	the role and process of the professional counselor advocating on behalf of the profession	CE, F
2.F.1.e	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	CE, F
2.F.1.f	professional counseling organizations, including membership benefits, activities, services to members, and current issues	CE, CI
2.F.1.g	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	CE, CI
2.F.1.i	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	CE, CS, CI, F
2.F.1.j	technology's impact on the counseling profession	CE, CW
2.F.1.l	self-care strategies appropriate to the counselor role	CE
2.F.1.m	the role of counseling supervision in the profession	CE, CS
2.F.2.h	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	CE, CS
2.F.5.l	suicide prevention models and strategies	CE, F
2.F.5.m	crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	CE, F

2016 CACREP School Counseling Standards

Standard		How Assessed
5.G.1.a.	history and development of school counseling	CE
5.G.1.d	models of school-based collaboration and consultation	CE, CS, F
5.G.2.a	school counselor roles as leaders, advocates, and systems change agents in P-12 schools	CE, CS, F, CI
5.G.2.b	school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	CE, CI, CS
5.G.2.d	school counselor roles in school leadership and multidisciplinary teams	CE, CI
5.G.2.e	school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	CE, CI, CS, F
5.G.2.f	competencies to advocate for school counseling roles	CE, CI
5.G.2.j	qualities and styles of effective leadership in schools	CE, CI
5.G.2.l	professional organizations, preparation standards, and credentials relevant to the practice of school counseling	CE
5.G.2.m.	legislation and government policy relevant to school counseling	CE, CS, F
5.G.2.n.	legal and ethical considerations specific to school counseling	CE, CS, F
5.G.3.l.	techniques to foster collaboration and teamwork within schools	CE, F

Required Text:

Stone, C. (2017). *School counseling principles: Ethics and law* (4th ed.). Alexandria, VA: American School Counselor Association.

Class Assignments

All assignments will be due on time. Asynchronous work must be completed **24 hours prior** to class start time. If more than three async postings/assignments are late, the student's grade will be dropped to a B or below based on the grades from other assignments. Late work will not be accepted.

Attendance and Participation

Students are expected to be holistically present and on time to each class meeting. Students should be in a place for class that is free from interruptions and distractions. Students should not have children, partners, etc. in the room during live sessions. Participation will be evaluated by monitoring virtual attendance and oral participation in class discussions. Please contact the instructor if you must miss a class. Arrangements should be made with the instructor ahead of time about how you intend to access missed material/activities. **(20% of final grade)**

Grading Scale and Criteria

A	94–100	B–	80–83
A–	90–93	C+	77–79
B+	87–89	C	74–76
B	84–86	C–	70–73

Papers/assignments with the potential to earn less than 70 must be resubmitted. Written work will be graded on three criteria, in order of importance:

- (1) Clarity and depth, including evidence of critical thought about the issue/topic;
- (2) Comprehension and incorporation of class discussion and readings;
- (3) Accurate, thorough completion of the assigned tasks on-time.

ASSIGNMENTS**Counseling Center Website**

Design a website for students, parents and teachers in which you describe your comprehensive school counseling program. Communication must include “informed consent.” It also must include program philosophy and vision, calendar of guidance services/activities (August-May), how to make an appointment with the counselor, professional development/parent workshops offered, community resources, etc. Students should use a free website development tool to build the website. Students will present websites in class.

Due: Week 8 (20% of final grade)

Case Study

Each student will select an ethical dilemma to work through using the STEPS model. Students may write their own dilemma or use one from the textbook. Each student will process through the nine-step STEPS model to examine ethical dilemmas provided throughout the semester. Students will formally present their findings to the class at scheduled times during the semester. Additionally, students will submit in written form, their assessment of the case study.

We will sign up for presentation dates/times. Be prepared to have these ready by Week 10. (20% of final grade)

Counselor interviews

Must be conducted by each student in the class. The interview protocol will include the following:

1. *What are the most common legal/ethical issues you encounter as a school counselor?*
2. *Can you provide an example of a case you managed that presented a legal or ethical dilemma?*
3. *Have you ever been called to testify in a court case involving a student? Can you explain?*
4. *Where do you look for guidance on such issues?*
5. *Do you receive professional development on issues related to legal & ethical standards of practice?*

Each student will interview one counselor. Findings will be presented in written format.

Date Due: Week 14 (20% of final grade)

Final Examination

Administration based on Vanderbilt's academic calendar each term. (20% of final grade)

IMPORTANT ADDITIONAL COURSE ISSUES

Faculty Reporting Obligations

All faculty are obligated to report allegations of sexual misconduct and intimate partner violence to the Title IX Coordinator. In addition, all faculty are obligated to report any allegations of discrimination to the office of EAD. Note that the Project Safe Center (615-322-7233 [SAFE]) is a limited confidential resource that students may find useful.

Diversity Statement

As we all grow and develop as people and professionals, we constantly strive to improve ourselves in numerous areas of our lives. We value the diversity of our learning community and consider peoples' varied identities and differences as strengths and resources upon which to build community and facilitate human development. HDC students and faculty welcome your informal and formal suggestions for improvement of our classroom, program and university climate and culture, as well as course materials and content.

Personal Reactions Statement

At times this semester, we will be discussing topics that may be disturbing and even traumatizing to some students. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. However, you will be responsible for any material you miss. If you ever wish to discuss your personal reactions to this material, either with the class or with me, I would welcome such a conversation as an appropriate part of your professional development. Learning to manage personal reactions to potentially disturbing material that our clients discuss is an important part of preparing to be a counselor.