ETHICAL, LEGAL, PROFESSIONAL ISSUES IN COUNSELING

.

COURSE GUIDE EPCE 5370

6:00-8:50 pm W



Fall 2019

Bret Hendricks, EdD

Professor, Program Coordinator

Counselor Education

Associate Chairperson, Department of Educational Psychology and Leadership

Texas Tech University

Lubbock, Texas

**EPCE 5370**

 **Phase 1**

 **3 Credit Hours**

 **Fall 2019**

**Instructor:** Bret Hendricks, EdD, LPC-Supervisor.

**Office Address:** 215

**Phone:** 806-834-1744

**Email Address:** .TBA

**Meeting Time/Place:** See Schedule Below

1. **Course Goals**:
* Apply knowledge ofethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
* Provide knowledge ofprofessional organizations, including membership benefits, activities, services to members, current issues (including the effects of public policy on counseling issues), and professional credentialing (including certification, licensure, accreditation, and practices and standards).
1. **CACREP Standards for Masters’ Degree in Counseling**

CACREP Standards are integral to this course. The 2016 CACREP Standards can be viewed at <http://www.cacrep.org/for-programs/2016-cacrep-standards/>. Specific standards for this course are listed as follows:

**CACREP Guidelines, Section 2. Professional Counseling Identity**

 2.F.1.g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

 2 .F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

 2 .F.5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.

 2 .F.6.g. Ethical and culturally relevant strategies for designing and facilitating groups.

 2 .F.7.m. Ethically and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.

**CACREP Guidelines, Section 5. Entry-Level Specialty Areas**

 **C. Clinical Mental Health Counseling**

 **2. Contextual Dimensions**

 2.i. Legislation and government policy relevant to clinical mental health counseling.

 2.k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

 2.l. Legal and ethical considerations specific to clinical mental health counseling.

**CACREP Guidelines, Section 5.**

 **G. School Counseling**

 2.l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.

 2.m. Legislation and government policy relevant to school counseling.

 2.n. Legal and ethical considerations specific to school counseling.

# Course Purpose

This course is intended to provide an opportunity to understand the professional, ethical, and legal issues in counseling and licensure requirements. It will assist students in learning the parameters of ethical practice, legal requirements, credentialing, supervision, and consultation. The specific requirements for licensing in Texas will be reviewed. This class will assist in helping the student in making sound ethical decisions to improve the quality of care involved in the various types of helping relationships and to meet the challenges of the counseling profession for the 21st Century.

# Course Description

An investigation of legal and ethical issues in the counseling profession.

# Prerequisites

Admission to the counselor education program

# Methods of Instruction

This course utilizes didactic teaching, group discussions, class individual and group assignments, interactive and experiential assignments, computer laboratory assignments, role plays, and student generated research presentations. Students are evaluated through, written papers, attendance, and participation in the aforementioned assignments.

|  |  |
| --- | --- |
| **Student Learning Outcomes: At the conclusion of the course, students will:** | **Assessments** |
| Be aware and sensitive to ethical issues, particularly ones that have personal and professional relevance. (CACREP II.F.1.i; CMHC.C.2.i, l; SC.G.2.) | Class discussions, written summaries, case studies, exams and presentations |
| Know the Code of Ethics which governs Licensed Professional Counselors in Texas and other ethical codes that are applicable to the student professional practices (e.g., AAMFT, ASCA, AMCD.). (CACREP II.F.1.i; CMHC.C.2.k; SC.G.2.l) | Class discussions, written summaries, case studies, exams and presentations.Case Study Analysis |
| Have the ability to reason about ethical issues, utilize and have and be able to explain strategy for making ethical decisions. (CACREP II.F.1.i, F.5.d) | Ethical Case Study Analysis |
| Be aware of relevant laws which affect families and individuals. (CACREP II.F.1.g, F.5.d) | Class discussions, written summaries, case studies, exams, legal briefs, and presentations Media Critique |
| Be aware of legal issues associated with the practice of counseling/therapy (e.g., malpractice, breach of contract, client rights, confidentiality, duty to warn and the expert witness role). (CACREP II.F.1.i; CMHC.C.2.i,l.; SC.G.2.m, n.) | Class discussions, written summaries, case studies, papers, case conceptualization, exams and presentations Class Group Activity |
| Be aware of legal and ethical issues related to working with clients who are culturally different from the counselor or who have special issues (sexual orientation differences, physical disabilities, gender issues). (CACREP II.F.1.i) | Class discussions, written summaries, case studies, exams and presentationsShort paper |
| Be aware of referral sources and employment opportunities in the counseling/therapy field. (CACREP II.F.1.g.; CMHC.C.2.k; SC.G.2.l) | Class discussions, written summaries, case studies, exams and presentations |
| Be aware of legal and ethical issues related to research. (CACREP II.F.8.j) | Class discussions, written summaries, case studies, exams and presentations |

# VI. Course Requirements/Methods of Evaluation Employed

# ASSIGNMENTS \*\* ALL WRITTEN ASSIGNMENTS must be submitted via email to Dr. Hendricks at bret.hendricks@ttu.edu.

# All work must be completed using the latest APA edition style.

**Media Critique**: You will select a movie or television show (past or present) pertaining to ethical and legal issues in mental health. Be prepared to show a 3-5-minute clip of the show that highlights the legal or ethical issues and to generate a 5 minute discussion on the possible legal and ethical issues. Also include in your presentation how your movie clip may relate to the practice of licensed professional counselors (LPCs). Your presentation will be a maximum of 15 minutes. You must select one of the following dates.Please provide a written critique along with a one-page summary of your personal reactions to this experience **submitted to the instructor via email at bret.hendricks@ttu.edu.**

**Case Study and Analysis: (Midterm)** Students will be expected to create a case study based on an issue addressed in course readings and discussions. The purpose of the *Case Study* assignment is to demonstrate a systematic approach to ethical decision-making that counselors can use when confronted with ethical or legal dilemmas.

At the completion of this assignment, the goal is that each student should be able to: (a) Define an ethical/legal dilemma, (b) Apply the five ethical principles that should counselor as they face ethical/legal dilemmas; (c) Describe an ethical decision-making model; (d) Apply an ethical decision-making model. Please see **Appendix F** for more detailed instruction.

**Ethical Principles**

The ethical principles of ***autonomy****, justice, beneficence, nonmaleficence,* and *fidelity*, should guide a counselor when confronted with ethical dilemmas.

1. Autonomy—respecting clients rights to act as free agents, including freedom of lifestyle, thought, and choice.
2. Nonmaleficence- doing no harm
3. Beneficence—doing good; benefitting others
4. Justice—being fair by applying standards of impartiality, equality, and reciprocity
5. Fidelity—being faithful, loyal, and truthful

The case study should present an ethical or legal dilemma that a counselor could face. Select a setting for the scenario (school, agency, etc.). Students will work **in a group** of four or five (each student will clearly state his or her work in the project) writing a group report of their findings and sharing their findings in an oral report (**30 minutes**). The case should be no more than 4 typed pages (doubled spaced). In addition, the group will type an analysis of their case study, explaining in detail how he or she would resolve the issue. These case studies will be incorporated into the final examination and **submitted to the instructor via email to bret.hendricks@ttu.edu.**

**Journaling Assignments:**

All students must submit a journal entry in a personal notebook or notepad about their reactions to the classroom learning. Students should use the discussion function. This journal is for you to respond to class discussions, assignments, and other information you will be analyzing over the course of the semester. You must include reflections on readings. Journals will be submitted **TWO** times (Due **10/25** & **11/9**) during the semester. Entry length should simply be long enough to reveal that the student is thinking about the materials and correctly understanding related concepts and applications; about 1 single-spaced typed page (12 point, Times New Roman, 1-inch margins). You may use the entry below as an example:

I had to wait a few hours before I could sit down and email you because our classes are so intense.  I am learning so much and am so fascinated by all the information that I just want to stay and talk about all that we are covering. I have been reading, and, thoroughly, enjoying the textbooks.  I have a hard time reading the book, not because I disagree with anything it says, but because I get so furious with reality.  I have always been that way.   On the other hand, I love learning about different cultures. I have learned that I have been raised in a very narrow lifestyle and look forward to expanding my views in your class and in my lifestyle. I am feeling so many different things and am so full of emotions by the time class is over that I just need some time to think about it all.  I love the class and all the discussions and topics.

I can't believe this course is almost over.  I have learned more in five weeks than I ever imagined possible.  Everything we have done has been beneficial to me as a counselor; I haven't felt like I was doing "busy" work.  It all could be used again.  I have read so fast that I would like to read these books again and truly soak it all in, especially White Racism.  I have learned not only about myself, but about others as well.  The most profound thing for me this session has been biases I didn't know I had.  I mean . . . I’m talking "little" daily things that I'm having to consciously change.  I am so grateful to have the opportunity to become a better human being. In fact, I could do another collage right now and it would be infinitely different from the first one and the session is not over yet.  I have already changed, and I thought that I was very informed to begin with.  I was not and I appreciate you helping me see where I was blind.  I feel so bad about the atrocities that have been dealt to many ethnic and racial groups.  I cannot change the past but I can make a difference in the future and that is my goal.

**Final Exam/Final Project:**

There will be a final examination. This assignment will be a summary of your journal and you will be expected to bring together concepts from the research (your paper), readings, class lectures and discussions, as well as your own reflections.

**Multiple Options Assignment** (Interviews **OR** Readings)

## GRADING AND COURSE REQUIREMETS

## Methodology/Assessment:

## You determine your grade by the number of points earned on the various course activities. With this approach, there is no pre-conceived distribution of grades. Everyone or no one can receive an “A.” There are 10 course requirements (with assigned point values) specified below.

**Activity Points**

1. Media Critique due 5
2. Case Study and Analysis (Midterm) due 10/25-10/26 25
3. Journaling Assignments emailed,10/25 and 11/9 5
4. Questions/Article Reflections 10
5. Final Exam 30
6. Class Participation 10

**Total**  **100**

**CLASS PARTICIPATION**

An important aspect of this course is the exchanging of ideas, opinions, questions, and information. Consequently, you are expected to come to each class **fully** prepared to participate in classroom discussions.

**In arriving at this total, points will be awarded in class discussions as follows**:

Obviously well-prepared, significant contributions 5.0

Well-prepared, good contributions 4.0

Some preparation, minimal contributions 3.0

Simply there, little contributions 2.0

 No contribution, no participation 1.0

Your point total is determined by averaging ratings of your contributions over several class sessions.

**GRADES:** Final grades will be assigned as follows:

For a grade of:

 “A” At least 90 total points

 “B” An accumulated point at 80

 “C” An accumulated point total between 75-79

 “D” An accumulated point total between 70-74

 “F” Any point total below 69

# VII. Class Schedule:

 **Topic Readings** ACA Code of Ethics

**WEEK 1 Friday September 13**

 **Class Introduction and Course Overview**

 **Introduction to Ethics:**

 **Ethics Codes: ACA and ACA Divisions**

 **Legal Codes**

 **The Counselor as a Person and as a Professional**

 **(**CACREP II.F.i.i, F.5.d)

 **Read at least two:**

 **ACA Division Codes of Ethics. One must include the IAMFC**

 **Code of Ethics, 2017**

 After class meeting:

 Download Counselor Education Handbook

 Counselor Education Distinctive Products, EPCE 5370 A&E Activity

 Overview of Ethical, Professional and Legal Issues in Counseling

 **Introduction to Professional Ethics**

(CACREP II.F.1.g, i.; CMHC.2, k.; SC.2.l,n)

**Read the following:**

 **ACA Code of Ethics**

(CACREP II.F.1.i)

**Friday September 13 Reaction paper Due: September 22, 2019**

Bradley, L. J., & Hendricks, C. (2008). Ethical Decision Making: Basic Issues.

 *Family Journal*, *16*(3), 261-263.

Hendricks, B., Bradley, L., Brogan, W., & Brogan, C. (2009). Shelly: A case study

focusing on ethics and counselor wellness. *The Family Journal, 17,* 267 – 271.

**Saturday September 14 Reaction paper Due October 4, 2019**

 **Multicultural and Diversity Issues: Values in Counseling**

(CACREP II.F.1.i, F.5.d, F.7.m, F.8.j)

 **Professional Competence and Training**

 (CACREP II.F.1.g, i, F.5.d; CMHC.1.l; SC.2.n)

Read the Following:

Brown-Rice, K. and Furr, S. (2015), Gatekeeping Ourselves: Counselor Educators' Knowledge of Colleagues' Problematic Behaviors. Counselor Ed & Supervision, 54: 176–188

**Friday September 20**

 **Texas LPC Code**

 **Client Rights and Counselor Responsibilities**

 **Informed Consent**

 **Confidentiality: Legal and Ethical Issues**

 (CACREP II.F.1.i, F.5.d; CMHC.1.l; SC.2.n)

**Reaction Paper due October 18, 2019:**

Levitt, D. H., Farry, T. J. and Mazzarella, J. R. (2015), Counselor ethical reasoning: decision-making practice versus theory. *Counseling and Values, 60:* 84–99.

**Saturday September 21**

 **Informed Consent - continued**

 **Confidentiality – continued**

 **Case Study**

 **Managing Boundaries and Multiple Relationships**

 (CACREP II.F.1.i, F.5.d; CMHC.2.l; SC.2.n)

**Reaction Paper due November 1, 2019:**

Prosek, E. A. and Hurt, K. M. (2014), Measuring professional identity development among counselor trainees. Counselor Ed & Supervision, 53: 284–293.

**CLASS October 25-26**

Personal Values vs. Professional Standards

Diversity and Advocacy

**Discussion of Articles Below:**

**Reading PRIOR to class October 12-13 (we will have discussion groups in class who will lead discussions on the following readings):**

Ametrano, I. M. (2014), Teaching Ethical Decision Making: Helping Students Reconcile Personal and Professional Values. Journal of Counseling & Development, 92: 154–161.

Bjornestad, A., Johnson, V., Hittner, J. and Paulson, K. (2014), Preparing Site Supervisors of Counselor Education Students. Counselor Ed & Supervision, 53: 242–253.

Dugger, S. M. and Francis, P. C. (2014), Surviving a Lawsuit Against a Counseling Program: Lessons Learned From *Ward v. Wilbanks*. Journal of Counseling & Development, 92: 135–141.

Kocet, M. M. and Herlihy, B. J. (2014), Addressing Value-Based Conflicts Within the Counseling Relationship: A Decision-Making Model. Journal of Counseling & Development, 92: 180–186.

Kaplan, D. M. (2014), Ethical Implications of a Critical Legal Case for the Counseling Profession: *Ward v. Wilbanks*. Journal of Counseling & Development, 92: 142–146.

**Reaction Paper due November 22, 2018:**

Bradley, L., & Hendricks, B. (2009). E-mail and ethical issues. *The Family Journal: Counseling and Therapy for Couples and Families, 17,* 267-271.

\*\*\*\*\*\*\*Instead of the Paper due November 22, 2019 you may also participate in an activity that is agreed upon between you and the instructor. You must write a summary of the activity (where and when the activity occurred and what the activity consisted of.) You must also write a personal reaction to the activity and present your paper in class. The paper will be completed individually; however, you may do the activity as a group, if Dr. Hendricks agrees to this. All activities must be pre-approved by Dr. Hendricks.

**Saturday November 9**

 **Ethical Issues in Group Work**

(CACREP II.F.1.i, F.5.d, F.6.g; CMHC.2.l; SC.2.n)

 **Issues in Supervision**

 (CACREP II.F.1.i)

 **Issues in Theory and Practice**

 (CACREP II.F.1.i, F.5.d; CMHC.2.k; SC.2.l)

 **Ethical Issues in Couples and Family Therapy**

 (CACREP II.F.1.g, I, F.5.d; CMHC.2.l; SC.2.n)

# VIII. Required Readings

American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author.

Bradley, L. J., & Hendricks, C. (2008). Ethical Decision Making: Basic Issues.

 *Family Journal*, *16*(3), 261-263.

Hendricks, B., Bradley, L., Brogan, W., & Brogan, C. (2009). Shelly: A case study

focusing on ethics and counselor wellness. *The Family Journal, 17,* 267 – 271.

Levitt, D. H., Farry, T. J. and Mazzarella, J. R. (2015), Counselor ethical reasoning: decision-making practice versus theory. *Counseling and Values, 60:* 84–99.

Prosek, E. A. and Hurt, K. M. (2014), Measuring professional identity development among counselor trainees. Counselor Ed & Supervision, 53: 284–293.

Ametrano, I. M. (2014), Teaching Ethical Decision Making: Helping Students Reconcile Personal and Professional Values. Journal of Counseling & Development, 92: 154–161.

Bjornestad, A., Johnson, V., Hittner, J. and Paulson, K. (2014), Preparing Site Supervisors of Counselor Education Students. Counselor Ed & Supervision, 53: 242–253.

Dugger, S. M. and Francis, P. C. (2014), Surviving a Lawsuit Against a Counseling Program: Lessons Learned From *Ward v. Wilbanks*. Journal of Counseling & Development, 92: 135–141.

Kocet, M. M. and Herlihy, B. J. (2014), Addressing Value-Based Conflicts Within the Counseling Relationship: A Decision-Making Model. Journal of Counseling & Development, 92: 180–186.

Kaplan, D. M. (2014), Ethical Implications of a Critical Legal Case for the Counseling Profession: *Ward v. Wilbanks*. Journal of Counseling & Development, 92: 142–146.

**\*\*Students are responsible for reading the required articles and for signing in each day.**

**VIX. Course Policies**

1. Attendance: Students are expected to attend all scheduled classes during the semester.
2. Absences: Students are allowed one excused absence during the semester without proof of the reason for the absence. However, if assignments are due on the day absent, the student must arrange for the assignments to be turned in by the due date. For other absences, it is the responsibility of the student to inform the instructor before the absence, if possible. The student must provide proof of illness or emergency (doctor’s excuse, photo of flat tire, etc.).
3. Make-up: Course assignments may be completed and turned in for full credit with proof of illness or emergency.
4. On-line behavior: Class discussions on-line are to be conducted with civility and respect for other students. Students who fail to be civil and respectful will be banned from the discussion forum and receive a 0 for the remaining assignments.

 Additional information is available in OP 34.04

**Other Class Policies:**

**Assignments**:

Assignments are due at *midnight* of the class on the date assigned. Assignments must be **submitted by email to** **bret.hendricks@ttu.edu****.** Late papers and/or presentations not turned in at the beginning of class will be reduced one letter grade for each class late. All assignments must be turned in--a missed assignment will also reduce your final grade by one letter grade. In the case of illness or an emergency, exceptions will be made; however, the student must provide written evidence (doctor’s statement) to verify the illness or the emergency. Students are expected to follow proper APA Publication guidelines for writing assignments and to adhere to ACA ethical standards at all times.

**Resubmits:**

\*\*Students have one week after assignments have been graded to make corrections and resubmit.

**Attendance Policy**

*HOW ATTENDANCE POLICY WILL BE ENFORCED:*

**Class Attendance** will be taken. Students are expected to attend all classes and participate in class discussions. You will be graded 5 points lower for every class missed (after 1 day), for a total of 25 pts. However, you may see instructor for a make-up assignments related to the topic presented on the day you were absent. Students who **have not** signed the daily attendance will be counted absent.

When the class meets online, an electronic e-mail is required from each student to the instructor by the end of the drop/add period to confirm the student is attending this online course. Your instructor in this course counts attendance as emails to the instructor, taking of online quizzes, submissions of homework assignments, and discussion board postings. One such contact per day is the *minimum* requirement to be considered present. Much more contact will probably be necessary to pass the course. The end of the week is defined as 11:59 p.m. of the Monday following the beginning of the semester, and each Monday thereafter. Students not meeting the minimum attendance requirement prior to midterm will be administratively withdrawn and have a “W” placed on the transcript. Students who violate the course attendance policy after mid-term may earn a grade of "F." The university OP for attendance can be found at: <http://www.depts.ttu.edu/opmanual/OP34.04.pdf>

**Incomplete Grades**:

Please note that I do not give a grade of incomplete for any assignment or exam missed or final grade at the end of the course except (as per University policy) in the case of definite extenuating circumstance(s) (illness, death of immediate family, accident, etc.) in which case, the student must provide definite proof (doctor's letter for illness, etc.). Being enrolled in too many classes, overworked at home/job, too much responsibility at job, too busy to attend class, etc. does not constitute valid reasons for a grade of incomplete.

**Unclaimed Materials**:

Unclaimed assignments may be pick-up (the 3rd week of the next semester) in the Learning Resource Center (LRC) (Rm 253)**.** Materials not claimed in one year may be destroyed.

**Diversity:**

Each of the students taking this course brings an array of different experiences and knowledge to the course. It is the course instructor’s expectation that within each class session students conduct themselves in a manner that is respectful of diversity, gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. If you feel that in some way that respect has been violated or you have recommendations on how to better fulfill this expectation, you are encouraged to meet with the course instructor.

**Inclement Weather:** Class will be held if the University is open. However, each student is encouraged to use personal good judgment and monitor weather conditions to ensure safety.

**Emergency Alert Notification System:**

Texas Tech University has implemented an Emergency Alert Notification System to inform students, faculty and staff of important alerts and emergency response information. The system is the official campus emergency communications system and will only be used in critical situations. The system enables TECH to send voice messages to up to four phone numbers, one of which can be designated as text-enabled. In addition, TTY/TDD messaging can be enabled for the hearing impaired. E-mail alerts will be sent to all active e-raider addresses automatically.

# X. Scholastic Dishonesty

 It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

 Counselor Education students are expected to exhibit ethical conduct at all times.

Additional information is available in OP 34.12.3

**XI**. **Handicapping conditions**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

Additional information is available in OP 34.22

**XII. Religious Observances**

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.

Additional information is available in OP 34.19

**XIII. ADA Compliance**

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

Additional information is available in OP 34.22

**XIV. Violence and Sexual Harassment**

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

Additional information is available in OP 40.03

**XV. Classroom Civility/Etiquette**

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor* brochure. They are:

* *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* *Creativity and Innovation* – A working and learning environment that encourages active participation.
* *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* *Public Accountability* – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
* *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

**XVI. Title IX**

TTU Resources for Discrimination, Harassment, and Sexual Violence

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Student Resolution Center, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: **TTU Student Counseling Center,**806-742-3674, https://www.depts.ttu.edu/scc/*(Provides confidential support on campus.)***TTU Student Counseling Center 24-hour Helpline**,806-742-5555,*(Assists**students who are experiencing a mental health or interpersonal violence crisis.  If you call the helpline, you will speak with a mental health counselor.)***Voice of Hope Lubbock Rape Crisis Center**, 806-763-7273,voice ofhopelubbock.org *(24-hour hotline that provides support for survivors of sexual violence.)***The Risk, Intervention, Safety and Education (RISE) Office**, 806-742-2110, rise.ttu.edu *(Provides a range of resources and support options focused on prevention education and student wellness.)***Texas Tech Police Department**, 806-742-3931, http://www.depts.ttu.edu/ttpd/ *(To report criminal activity that occurs on or near Texas Tech campus*.)

**XVII. Resources for Safe Campus**

Safety is important at Texas Tech. There is an Emergency system across the campus that allows contact with the Campus Police. One is on 18th Street between the Education Building and the Parking Garage. Other resources, including student safety, disability resources, student conduct, and student health services, can be found at <http://www.depts.ttu.edu/dos/bit/available-resources.php>

**XVIII. References**

American Counseling Association. (1995). ACA proposed standards of practice and ethical

 standards. *Counseling Today*, 37, (12), 33-40.

Ametrano, I. M. (2014). Teaching ethical decision making: Helping students reconcile personal and professional values. *Journal of Counseling & Development*, 92, 154-161. Doi: 10.1002/j.1556-6676.2014.00143.x

Ancis, J. R., & Marshall, D. S. (2010). Using a multicultural framework to assess supervisees' perceptions of culturally competent supervision. *Journal of Counseling & Development*, 88, 277-284.

Anderson, B. & Hopkins, B. (1996). *The counselor and the law* (4th Ed.). Alexandria, VA:

 American Counseling Association.

Aponte, J. F., Rivers, R. Y. & Wohl, J. (1999). Psychological *interventions and cultural*

 *diversity* (2nd Ed.). Needham Heights, MA: Allyn & Bacon.

Bidell, M. P. (2014). Personal and professional discord: Examining religious conservatism and lesbian-, gay-, and bisexual affirmative counselor competence. *Journal of Counseling & Development,* 92, 170-179. doi: 10.1002/j.1556-6676.2014.00145.x

Bradley, L. J., & Hendricks, C. B. (2008). Ethical decision making: Basic issues. *The Family Journal: Counseling and Therapy for Couples and Families*, 16 (3), 261-263. doi: 10.1177/1066480708317728

Bradley, J. L. & Ladany, N. (2001*). Counselor supervision: Principles, process, practice* (3rd

Ed).Ann Harbor: MI: Taylor and Francis.

Bradley, L. J., Whiting, P., Hendricks, B., Parr, G., & Jones, E. G. The use of expressive techniques in counseling. *Journal of Creativity in Mental Health*, 3(1), 44-59.

Coll, K. M., Doumas, D. M., Trotter, A., & Freeman, B. J. (2013). Developing the counselor as a person and as a professional: Attitudinal changes in core counseling. *Journal of Humanistic Counseling*, 52, 54-66. doi: 10.1002/Í.2161 -1939.2013.00032.x

Cook, E. (1993). *Women, relationships, and power: Implications for counseling*. Alexandria,

 VA: American Counseling Association.

Corey, M., Cory, G. & Corey, C. (2010). *Groups: Process and practice* (8th Ed.). Belmont,

 CA: Brooks/Cole.

Corsini, R. & Wedding, D. (2011). *Current psychotherapies* (9th Ed.). Belmont, CA: Brooks/Cole.

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

Crespi, T. D. (2009). Group counseling in the schools: Legal, ethical, and treatment issues in school practice. *Psychology in the Schools,* 46(3), 273-280. doi: 10.1002/pits.20373

Dugger, S. M. & Francis, P. C. (2014). Surviving a lawsuit against a counseling program: Lessons learned from Ward v. Wilbanks. *Journal of Counseling & Development*, 92, 135-141. doi: 10.1002/j.1556-6676.2014.00139.x

Erickson, S. H. (2001). Multiple relationships in rural counseling. *The Family Journal: Counseling and Therapy for Couples and Families*, 9(3), 302-304.

Francis, P. C. & Dugger, S. M. (2014). Professionalism, ethics, and value-based conflicts in counseling. *Journal of Counseling & Development*, 92, 131-135. doi: 10.1002/j.1556-6676.2014.00138.x

Furr, S. R., & Carroll, J. J. (2003). Critical incidents in student counselor development. *Journal of Counseling and Development,* 81, 483-489.

Goodrich, K. M., & Luke, M. (2017). Ethical issues in the research of group work. *The Journal for Specialists in Group Work*, 42(1), 108-129. doi: 10.1080/01933922.2016.1267826

Hansen, J. T. (2010). Consequences of the postmodernist vision: Diversity as the guiding value for the counseling profession. *Journal of Counseling & Development*, 88, 101-107.

Hansen, J., Rossberg, R. & Cramer, S. (1994). *Counseling theory and process* (5th Ed.)*.*

 Needham Heights, MA: Allyn and Bacon.

Henderson, D. & Thompson, C. (2010*). Counseling children* (8th Ed.). Pacific Grove, CA:

 Brooks/Cole.

Hendricks, B., Bradley, L. J., Southern, S., Oliver, M., & Birdsall, B. (2011). Ethical code for the International Association of Marriage and Family Counselors. *The Family Journal: Counseling and Therapy for Couples and Families,* 19(2), 217-224. doi: 10.1177/1066480711400814

Herlihy, B., & Corey, G. (1992). *Dual relationships in counseling*. Alexandria, VA: American

Counseling Association.

Herlihy, B., Gray, N., & McCollum, V. (2002). Legal and ethical issues in school counselor supervision.  *Professional School Counseling*, 6(1), 55-60.

Herlihy, B. J., Hermann, M. A., & Greden, L. R. (2014). Legal and ethical implications of using religious beliefs as the basis for refusing to counsel certain clients. *Journal of Counseling & Development,* 92, 148-153. doi: 10.1002/j.1556-6676.2014.00142.x

Hill, A. (2004). Ethical analysis in counseling: A case for narrative ethics, moral visions, and virtue ethics. *Counseling & Values*, 48(2), 131-148.

Ivey, A., Ivey, M. & Simek-Morgan, L. (1996). *Counseling and psychotherapy: A multicultural*

 *Perspective* (4th Ed.). Boston, MA: Allyn and Bacon.

Ivey, A., Ivey, M. & Simek-Downing, L. (1987). *Counseling and psychotherapy:*

*Integrating skills and theory in practice* (2nd Ed.). Englewood Cliffs, NJ: Prentice-Hall.

James, R. & Gilliland, B. (2002). *Theories and strategies in counseling and psychotherapy* (5th

 Ed.). Boston, MA: Allyn and Bacon.

 Joe, J. R. (2018). Counseling to end an epidemic: Revisiting the ethics of HIV/AIDS. *Journal of Counseling & Development,* 96, 197-205. doi: 10.1002/jcad.12192

Jungers, C. M., & Gregoire, J. (2015). Authenticity in ethical decision making: Reflections for professional counselors. *Journal of Humanistic Counseling,* 55, 99-110. doi: 10.1002/johc.12027

Kaplan, D. M. (2014). Ethical implications of a critical legal case for the counseling profession: Ward v. Wilbanks. *Journal of Counseling & Development*, 92, 142-146. doi: 10.1002/j.1556-6676.2014.00140.x

Kaplan, D. M., Kocet, M. M., Cottone, R. R., Glosoff, H. L., Miranti, J. G., Moll, E. C., Bloom, J. W., Bringaze, T. B., Herlihy, B., Lee, C. C., & Tarvydas, V. M. (2009). New mandates and imperatives in the revised ACA code of ethics*. Journal of Counseling & Development*, 87, 241-256.

Kocet, M. M., & Herlihy, B. J. (2014). Addressing value-based conflicts within the counseling relationship: A decision-making model. *Journal of Counseling & Development*, 92, 180-186. doi: 10.1002/j.1556-6676.2014.00146.x

Kopp, S. (1976). *Naked therapist*: *A Canterbury Tales collection of embarrassing moments from*

 *more than a dozen eminent psychotherapists*. San Diego: Edits.

Kottler, J. A. (2003*). On being a therapist* (3rd Ed.). San Francisco: Jossey-Bass.

Levitt, D. H., Farry, T. J., & Mazzarella, J. R. (2015). Counselor ethical reasoning: Decision-making practice versus theory. *Counseling and Values,* 60*,* 84–99.

Lewis, J., Hayes, B., & Bradley, L. (1992). *Counseling women across the lifespan*. Denver,

CA: Love Publishers.

Luke, M., Goodrich, K. M., & Gilbride, D. D. (2013). Intercultural model of ethical decision making: Addressing worldview dilemmas in school counseling. *Counseling and Values*, 58, 177-194. doi: 10.1002/j.2161-007X.2013.00032.x

Luke, M., & Kiweewa, J. M. (2010). Personal growth and awareness of counseling trainees in an experiential group. *The Journal for Specialists in Group Work*, 35(4), 365–388. doi: 10.1080/01933922.2010.514976

McFadden, J. (1996). A transcultural perspective: reaction to C. H. Patterson’s “Multicultural counseling: From diversity to universality”. *Journal of Counseling & Development,* 74, 232-235.

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.

Patterson, C. H. (1996). Multicultural counseling: From diversity to universality. *Journal of Counseling and Development,* 74, 227-231.

Pease-Carter, C., & Barrio Minton, C. A. (2012). Counseling programs’ informed consent practices: A survey of student preferences. *Counselor Education & Supervision*, 51, 308-319.

Pedersen, P*.* (1997). *Culture-centered counseling interventions: Striving for accuracy*. Thousand

 Oaks, CA: Sage Publications.

Pipes, R. & Davenport, D. (1998). *Introduction to psychotherapy*: *Common clinical wisdom* (2nd

 Ed.). Boston, MA: Allyn and Bacon.

Pomerantz, A. M. (2005). Increasingly informed consent: Discussing distinct aspects of psychotherapy at different points in time. *Ethics & Behavior*, 15(4), 351–360.

Ponton, R. F., & Duba, J. D. (2009). The ACA code of ethics: Articulating counseling’s professional covenant. *Journal of Counseling and Development*, 87, 117-121.

Pope-Davis, D. B. & Coleman, H. L. K. (1997). *Multicultural counseling competencies:*

 *Assessment, education and training, and supervision*. Thousand Oaks, CA: Sage.

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44, 28-48. doi: 10.1002/jmcd.12035

Roach, L. F., & Young, M. E. (2007). Do counselor education programs promote wellness in their students? *Counselor Education & Supervision*, 47, 29-45.

Rogers, C. (1961). *On becoming a person*. Boston: Houghton Mifflin.

Schmidt, J. (2007*). Counseling in schools: Comprehensive programs of responsive services for*

 *all students* (5th Ed.). Boston, MA: Allyn and Bacon.

Smith, R. D., Riva, M. T., & Erickson, J. A. (2012). The ethical practice of group supervision: A national survey. *Training and Education in Professional Psychology*, 6(4), 238 –248. doi: 10.1037/a0030806

Southern, S., Smith, R. L., & Oliver, M. (2005). Marriage and family counseling: Ethics in context. *The Family Journal: Counseling and Therapy for Couples and Families,* 13(4), 459-466. doi: 10.1177/1066480705278688

Sue, D. W. (2009). *A theory of multicultural counseling and therapy*. Pacific Grove, CA:

 Brooks/Cole.

Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and

 standards: A call to the profession*. Journal of Counseling and Development*, 70, 477- 486.

Sue, D. W. & Sue, D. (1999). *Counseling the culturally different: Theory and practice* (3rd Ed.).

 New York: John Wiley.

Sugai, G. & Tindal, G. (1993). *Effective school consultation: An interactive approach.*

 Wadsworth Publishing.

Urofsky, R. I., & Engels, D. W. (2003). Philosophy, moral philosophy, and counseling ethics: Not an abstraction. *Counseling and Values,* 47, 118-130.

Wardell, E. A., & Mayorga, M. G. (2016). Burnout among the counseling profession: A survey of future professional counselors. *Journal on Educational Psychology*, 10(1), 10-15.

White, V. E., McCormick, L. J., & Kelly, B. L. (2003). Counseling clients who self-injure: Ethical considerations. *Counseling & Values*, 47, 220-229.

Woodside, M., Oberman, A. H., Cole, K. G., & Carruth, E K. (2007). Learning to be a counselor: A prepracticum Point of View. *Counselor Education & Supervision*, 47, 14-28.

**XIX. Rubrics**

**Appendix A**

**Media Critique**

**CACREP Standards Addressed:**

II.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

II.F.5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.

**Clinical Mental Health**

CMHC.2.l. Legal and ethical considerations specific to clinical mental health counseling.

**School Counseling**

SC.2.l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.

SC.2.n. Legal and ethical considerations specific to school counseling.

**Rubric of Media Critique**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **1** | **0** | **Total** |
| Oral Presentation | Media Clip Relevant to Ethical and Legal Issues in Mental Health; Maximum of 15 minutes. 3-5 minute clip  |  |  |
| Examples of legal or ethical issues | All relevant codes identified | None |  |
| Grounded in the counseling literature | Applicable examples from the literature | None |  |
| One-page summary of personal reactions | Thoughtful, though provoking, depth | Less than 1 page and very little depth |  |
| Grammar and APAReference and Title Page | Good Grammar and apply APA |  |  |
|  | Complete | Missing |  |

**Appendix C**

**Appendix D**

**Section 5. Entry-Level Specialty Areas**

**C. Clinical Mental Health**

2.i. Legislation and government policy relevant to clinical mental health counseling.

2.k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

2.l. Legal and ethical considerations specific to clinical mental health counseling.

**G. School Counseling**

2.l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.

2.m. Legislation and government policy relevant to school counseling.

2.n. Legal and ethical considerations specific to school counseling.

**Appendix F**

**A & E Activity: Ethical Decision-Making Case Study Evaluation Rubric**

**CACREP Standards Addressed:**

**Section 2, Professional Counseling Identity**

F.1.g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

F.5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.

F.6.g. Ethical and culturally relevant strategies for designing and facilitating groups.

F.7.m. Ethically and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

F.8. j. Ethical and culturally relevant strategies for conducting, interpreting and reporting the results of research and/or program evaluation.

**Section 5, Entry Level Specialty Areas**

**C. Clinical Mental Health Counseling**

2.i. Legislation and government policy relevant to clinical mental health counseling.

2.k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

2.l. Legal and ethical considerations specific to clinical mental health counseling.

**G. School Counseling**

2.l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.

2.m. Legislation and government policy relevant to school counseling.

**A & E Activity: Ethical Decision-Making Case Study Evaluation Rubric**

**Name:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assignment Component** | Beginning1 | Basic2 | Proficient3 | Advanced4 | Exceptional5 | Score |
| **Identify the problem**(CACREP II.F.1.g, I, F.5.d, F.6.g, F.7.m; CMHC.2.i, l; SC.2.m, n) | Little understanding of the Problem | Some understanding of the problem | Basic understanding of the problem | Good understanding of the problem | In-depth understanding of the ethical legal dilemma |  |
| **Apply appropriate Code of Ethics**  (CACREP II.F.1.i; CMHC.2.k; SC.2.l) | Identifies some ethical codes; No examples; Unable to show relevance to the case  | Identifies some ethical codes; examples do not apply or show relevance to the case | Identifies all relevant ethical codes; examples apply or show relevance to the case | Identifies all relevant ethical codes; Relevance examples to the case with examples from readings/discussions | Identifies all relevant ethical codes; Provide relevant examples from the research, class readings, and discussions  |  |
| **Nature/dimensions of the dilemma**(CACREP II.F.1.g, I, F.5.d, F.6.g; CMHC.2.l;; SC.2.n) | Unable to identify the nature of dilemma | Has difficulty identifying the nature of dilemma | Identifies the nature of dilemma | Identifies the nature of dilemma with concrete examples  | Identifies the nature of dilemma with examples from reading and class discussions and research |  |
| **Generate potential****courses of action** (CACREP II.F.1.i, F.5.d, F.6.g; CMHC.2.k; SC.2.l )  | Unable to describe or analyze alternatives or consider the effect on parties involved | Describes and analyzes only one alternative, important elements are missing  | Describes and analyzes two alternatives and the important elements  | Describes and analyzes at least three alternatives and the important elements | Describes and analyzes a number of alternatives and the important elements |  |
| **Consider consequences of options and decide on course of action** **(**CACREP II.F.1.i; CMHC.2.l; SC.2.n)  | Has difficulty choosing an approach or stating benefits and risks | Chooses an approach and explains benefits and risks, important elements are missing or misunderstood | Chooses an approach and explains basic benefits and risks | Chooses an approach and thoroughly explains basic benefits and risks | Chooses an approach and thoroughly explains basic benefits and risks using the research, class readings, and discussions |  |
| **Evaluate course of****Action**  (CACREP II,F.5.d, F.6.g, F.7.m; CMHC.2.k; SC.2.l)  | Has difficulty evaluating course ofaction | Has minor difficulty evaluating course ofaction | Evaluates course ofaction | Evaluate course ofaction, provide rationale for choice | Evaluate course ofAction using the research, class readings, and discussions |  |
| **Implement course of****Action**(CACREP II.F.1.i, F.5.d, F.6.g; CMHC.2.k; SC.2.l )  | Unable to implement course of action | Has difficulty implementing course of action | Implements course of action | Implement course of action ; understands basic benefits and risks | Implement course of action using the research, class readings, and discussions |  |
| **Oral Presentation**(CACREP II.F.1.g, i, F.5.d, F.6.g, F.7.m; CMHC.2.i, k, l; SC.2.l, m, n) | Shows no interest; no sequence of information  | Rarely shows positive attitude; difficulty; student jumps around | Shows positive attitude about the experience; At ease with questions with no elaborations | Demonstrates knowledge and a positive attitude; comfortable with questions with some elaborations | Demonstrates strong knowledge and positive attitude; answering all class questions with explanations and elaborations |  |

**Grading Rubric for Ethical Decision-Making Case Study**

|  |  |  |
| --- | --- | --- |
| **Assignment Component** | **Expectation** | **Points Awarded 15pts** |
| **Introduction** | An introductory paragraph that 1) notes the thesis of the paper (what is the point of writing this?), 2) specifies the main topics that will be covered, and 3) hints at what you want the reader to know after completing your paper. | \_\_\_\_/ 1 max points |
| **Identify the problem** | Facts presented objectively and specifically (opinions, hypotheses, & assumptions removed). Identified the issue as an ethical, legal, professional, or clinical problem (or combination thereof). | \_\_\_\_/ 2 max pts |
| **Apply Code of Ethics** | A review of the ACA or other relevant Code of Ethics is presented (citing specific sections that were reviewed – e.g., “Section C.2 states that…”) as well as a mention of any suggested course of action. | \_\_\_\_/ 2 max pts |
| **Nature/dimensions of****the dilemma** | A review of the applicable ethical principles, the counseling literature that address the case’s topics, and evidence of consultation | \_\_\_\_/ 2 max pts |
| **Referred articles** | Referred article #1 reviewed, critiqued, and incorporated. | \_\_\_\_/ .25 max pts |
| Referred article #2 reviewed, critiqued, and incorporated. | \_\_\_\_/ .25 max pts |
| Referred article #3 reviewed, critiqued, and incorporated. | \_\_\_\_/ .25 max pts |
| Referred article #4 reviewed, critiqued, and incorporated. | \_\_\_\_/ .25 max pts |
| **Generate potential****courses of action** | Evidence that a number of brain-storming courses of action (e.g., 3-5) were generated (with appropriate supervision/consultation). Enough detail is provided to aid in the decision making process. | \_\_\_\_/ 2 max pts |
| **Consider potential consequences of all****options and determine****course of action** | Evidence that each potential course of action was reviewed based on the information thus far gathered. Based on this information, a course of action is chosen. Implications for the client(s), for others who will be impacted, and for the counselor are presented. | \_\_\_\_/ .25 max pts\_\_\_\_/ .25 max pts\_\_\_\_/ .25 max pts |
| **Evaluate course of****Action** | A review of the chosen course of action | \_\_\_\_/ .25 max pts\_\_\_\_/ .25 max pts\_\_\_\_/ .25 max pts |
| **Implement course of****Action** | Evidence of how the course of action is implemented including follow-up and documentation. | \_\_\_\_/ 2 max pts |
| **Conclusion** | A concluding paragraph that reiterates the main points of the paper and the one or two things that the reader REALLY must know about your case | \_\_\_\_/ .5 max pts |
| **Reference Page** | Latest edition of APA formatted reference page noting the four (or more) sources cited in the paper. | \_\_\_\_/ .25 max pts |
| **Writing Quality** | A well-written paper that meets graduate-level expectations (spelling, grammar, APA format, title page, headings, etc.). | \_\_\_\_/ 1 max pts |
| **Total Points**  | Total points on this assignment: | \_\_\_\_/ 15 max pts |
| Percentage points toward final course grade: | \_\_\_\_/ 20% max pts |

**I have abided by the Texas Tech Code of Academic Integrity on the above assignments.**