



COURSE SYLLABUS

COUN 689

Independent Study: Ethical and Legal Issues in Counselor Education and Supervision

Fall 2026

Thursdays (Time TBD) August 20 – December 3, 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Robyn L. Flores

Office Location: Dallas Campus, Office #2058 – Take the 19th-floor elevator; take the Lion Elevator to the 20th floor, then turn left into the office hallways.

Zoom link: <https://etamu-edu.zoom.us/j/7421321052>

On-Campus Days: Tuesdays and Thursdays (Dallas/Zoom)

Office Hours: 10:00-5:00 PM Tuesdays and 8:00-4:00 Thursdays

University Email: robyn.flores@etamu.edu

Preferred Form of Communication: Email

Phone: 623-377-8435 (cell – text your name, class, and inquiry)

Communication Response Time: Estimated within 24 business hours

Please demonstrate appropriate professional disposition in all correspondence.

COURSE DESCRIPTION AND FORMAT

Course Format: Online Synchronous *and* In-Person at the Dallas campus

Catalog Description of the Course

COURSE 689: Independent Study

General Course Information

This course examines the professional identity of clinical mental health counselors, counselor educators, and supervisors. Students will gain an understanding of professional functioning in a variety of settings. Legal, ethical, and best practice issues encountered by professional counselors will be examined with decision-making methodological approaches and critical thinking skills. The ethical standards of the profession will be explored as outlined in the American Counseling Association (ACA) code of ethics.

CACREP 2024 AND KEY PERFORMANCE INDICATORS (KPIs)

There are no KPIs associated with this course.

Annual Evaluation of Students



The program faculty has a systematic process in place for the use of individual student assessment data, KPI and Student Disposition data, in relation to retention, remediation, and dismissal. The systematic process involves program faculty annually reviewing CMHC students across the 10 KPIs and CES students across the 6 KPIs. Note that KPI 10 for the CMHC program and KPI 6 for the CES program directly measures students' professional dispositions using the Professional Dispositions Competency Assessment – Revised (PDCA-R). See CMHC Student Handbook.

CACREP 2024 STANDARDS				
CES Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
<i>Students will understand the legal and ethical issues and responsibilities in counseling across multiple settings and across service delivery modalities</i> (CACREP 2024 6.B.1.f)	Counseling case examinations; ethical decision-making method discussion Wheeler & Bertram (2019) ACA Code of Ethics NBCC Code of Ethics	Case law brief – counseling	Case brief rubric	Assignment ≥ 80% of average rubric scores will either meet or exceed expectations
<i>Students will understand the legal and ethical issues and responsibilities in counseling supervision</i> (CACREP 2024 6.B.2.k)	Supervision case examinations; ethical decision-making method discussion Wheeler & Bertram (2019) ACA Code of Ethics NBCC Code of Ethics	Case law brief – supervision	Case brief rubric	Assignment ≥ 80% of average rubric scores will either meet or exceed expectations
<i>Students will understand the legal and ethical issues and responsibilities in counselor education for all program delivery types</i> (CACREP 2024 6.B.3.k)	Teaching case examinations; ethical decision-making method discussion Wheeler & Bertram (2019) ACA Code of Ethics NBCC Code of Ethics	Case law brief – teaching; lesson plan	Case brief rubric; lesson plan rubric	Assignment ≥ 80% of average rubric scores will either meet or exceed expectations
<i>Students will understand the ethical</i>	Research case examinations; ethical decision-making method discussion	Case law brief – research; lesson plan	Case brief rubric; lesson plan rubric	Assignment ≥ 80% of average rubric

<i>considerations and strategies for conducting research</i> (CACREP 2024 6.B.4.m)	Wheeler & Bertram (2019) ACA Code of Ethics NBCC Code of Ethics			scores will either meet or exceed expectations
<i>Students will understand ethical leadership and advocacy practices</i> (CACREP 2024 6.B.5.m)	Leadership and Advocacy-related case examinations; ethical decision-making method discussion Wheeler & Bertram (2019) ACA Code of Ethics NBCC Code of Ethics	Case law brief – leadership and advocacy	Case brief rubric	Assignment ≥ 80% of average rubric scores will either meet or exceed expectations

CONTENT AREAS

Upon completion of this course:

- Students will understand the legal and ethical issues and responsibilities in counseling across multiple settings and across service delivery modalities (CACREP 2024 6.B.1.f)
Assessment: Case brief – counseling
- Students will understand the legal and ethical issues and responsibilities in counseling supervision (CACREP 2024 6.B.2.k)
Assessment: Case brief – supervision
- Students will understand the legal and ethical issues and responsibilities in counselor education for all program delivery types (CACREP 2024 6.B.3.k)
Assessment: Case brief – teaching
- Students will understand the ethical considerations and strategies for conducting research (CACREP 2024 6.B.4.m)
Assessment: Case brief – research
- Students will understand ethical leadership and advocacy practices (CACREP 2024 6.B.5.m)
Assessment: Case brief – leadership and advocacy

Learner Outcomes

- Students will have an understanding of and be able to articulate professional counselor identity in ethical practice and advocacy.
- Students will be able to demonstrate how to use ethical, legal, and forensic concepts presented in this course in the teaching of ethics in professional counseling.



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- Students will be able to identify and explain historical documents and current concepts related to ethics in health care.
- Students will be able to articulate concepts and principles in the ACA Code of Ethics.
- Students will be able to explain the importance of ethical decision-making methodologies and how to utilize them.
- Students will be able to identify and explain terms and wording used in legal, forensic, and ethical cases.

COURSE REQUIREMENTS

*****Note:** This course uses D2L as its Learning Management System. Student progress and engagement are monitored through the D2L platform.

Materials, Textbooks, Readings, Supplementary Readings

Required Textbooks

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Author.

Wheeler, N., & Bertram, B. (2019). *The counselor and the law, 8th edition*. American Counseling Association.

Required Supplemental Readings

DeMatteo, D., Krauss, D. A., Fishel, S., & Wiltsie, K. (2025). *Forensic mental health practice and the law: A primer for clinicians, researchers, and consultants*. Oxford University Press.

Forester-Miller, H., & Davis, T. E. (2016). Practitioner's guide to ethical decision making (Rev. ed.). Retrieved from <http://www.counseling.org/docs/default-source/ethics/practitioner's-guide-to-ethical-decision-making.pdf>

The following cases will be examined throughout this course:

Addington v. Texas (1979)

Ake v. Oklahoma (1985)

Dusky v. United States (1960)

Estelle v. Gamble (1976)

Ford v. Wainwright (1986)

Jaffee v. Redmond (1996)

O'Connor v. Donaldson (1975)

Rennie v. Klein (1978)



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Riggins v. Nevada (1992)

Stepakoff v. Kantar (1985)

Washington v. Harper (1990)

Youngberg v. Romeo (1982)

Tarasoff v. Regents of the University of California (1976)

And other landmark cases as listed in: [Landmark Cases – AAPL](#)

Student Responsibilities

As a student in this course, you are responsible for active learning. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussions. In the online format, you are expected to participate in all online discussions/activities with cameras on. This is crucial to your learning.
6. All writing assignments must be done according to APA 7th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day, as your instructors and others from the department and the University may contact you.
8. Begin your readings ASAP. Because this is an online course, you may feel overwhelmed with reading. Keep in mind you have the whole week to prepare (for online courses only).
9. Do work ahead of time. I realize this may not always be possible; however, when you can, do so. Everything in this course is open for you to complete (in online courses). Due dates are just that...due dates. You are always welcome to complete work ahead of time.
10. Be open to the process. *This degree takes time, work, effort, and growth.*

COURSE EVALUATION: Assignments and Assessment

Lesson Plans (20 points each)

See the schedule for due dates.

For this assignment, the *lesson plan* is a synopsis/overview of a topic. It contains the basic and relevant information that someone needs to understand and explain a concept to others, or to learn about it themselves.

Purpose of the assignment:



1. To provide students with a quick reference for material that will be used for educating counseling students
2. To provide students with practice in writing and developing lesson plans related to ethics
3. To have a series of topics available to use in supervision, teaching, or when counselor educators and supervisors may be faced with legal/ethical involvement

Topics:

1. Client Competency vs. Client Decision-Making Capacity (counseling) – 15 points
2. Belmont Report (research) – 15 points

Each Lesson Plan should be **at least 2** full pages, double-spaced, in APA 7 format, and preferably not to exceed 3 full pages. The grade is based on the following rubric:

Assignment Component	Associated CACREP 2024 Standard(s)	1 – Does Not Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
Content coverage and scholarly support	CACREP 2024 6.B.3.k., 6.B.4.m	The student does not cover the content in full and uses 5 or fewer scholarly sources; the lesson plan is less than 2 double-spaced pages.	The student adequately covers the content in full, using 6-9 scholarly sources; the lesson plan is 2 double-spaced pages.	The student adequately covers the content in full – with depth, detail, and 10+ scholarly sources; the lesson plan is 2-3 double-spaced pages.
Demonstrate teaching activities in the lesson plan	CACREP 2024 6.B.3.k., 6.B.4.m	The student does not include a demonstrated teaching activity or use an external video (YouTube) to demonstrate the activity.	The student demonstrates teaching activity (i.e., recorded lecture, PowerPoint, Interactive activity) for students.	The student demonstrates a creative, effective teaching activity (e.g., recorded lecture, PowerPoint, Interactive activity) and recruits peers or other students to participate and provide feedback about the activity and lesson.
Organization and Format/Style		The student has five (5) or more errors (spelling, content inaccuracies, APA 7 style errors, etc.).	The student has no more than four (4) errors (spelling, content inaccuracies, APA 7 style errors, etc.).	The student has more than three (3) errors (spelling, content inaccuracies, APA 7 style errors, etc.).

Case Law Brief (10 points each)

The assignment involves conducting research in the legal realm of clinical mental health, counselor education, research, leadership and advocacy, and supervision. Students will be asked to briefly discuss case law on each of the pillars, as evidenced by specific cases in the required reading section of this syllabus, and other cases as required.

Purpose of the assignment:

1. To encourage students' fluency in explaining the statutes and laws that have been established and tested on selected topics related to the profession
2. To equip students with the critical thinking skills necessary to develop strong rationale with scholarly evidence, and to be able to educate clinical mental health students on these skills.

Pillars of the CES doctoral degree:

- Counseling
- Supervision
- Teaching
- Research
- Leadership and Advocacy

Students will find and identify five (5) relevant cases related to the five (5) pillars of the CES doctoral degree and write a brief summary of each case (one case per pillar).

Please include the name of the case (follow APA 7 format), the court (i.e., Circuit, Supreme, etc.), the type of case, presiding judge, date argued, and date decided for each case. In addition, please provide a brief summary of what led to the case and discuss the outcome. Each Case Law Brief should be **no more than** two (2) pages, double-spaced, in APA 7 format. Students' grades will be based on the following rubric:

Assignment Component	Associated CACREP 2024 Standard(s)	1 – Does Not Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
Content Components: name of the case, court, the type of case,	CACREP 2024 6.B.1.f, 6.B.2.k, 6.B.3.k,	The student includes no more than three (3) of the required content components.	The student includes at least four (4) of the required content components.	The student adequately includes all of the required content components.

presiding judge, date argued, and date decided for each case	6.B.4.m. 6.B.5.m			
Brief summary of what led to the case and discussion of the outcome	CACREP 2024 6.B.1.f, 6.B.2.k, 6.B.3.k., 6.B.4.m. 6.B.5.m	The student provides only the presenting issue OR the outcome.	The student provides a summary of the presenting issue and discusses the outcome.	The student provides a summary of what led to the case, presenting issue, and discusses the outcome.
Organization and Format/Style		The student has five (5) or more errors (spelling, content inaccuracies, APA 7 style errors, etc.).	The student has no more than four (4) errors (spelling, content inaccuracies, APA 7 style errors, etc.).	The student has more than three (3) errors (spelling, content inaccuracies, APA 7 style errors, etc.).

Ongoing Literature Review – student authorship for publication (10 points total)

During this independent study, the student will build a literature review that coincides with the branches of ethical decision-making, methodologies, and a cross-analysis of ethical codes in various helping professions, primarily Counseling (ACA). When completed, the student will have contributing authorship if/when this publication is accepted and published.

EVALUATION PERFORMANCE CRITERIA AND PROCEDURES

Final Grading

Literature Review (participation)	10 points
Case Law Briefs (x5)	10 points
Lesson Plans (x2)	20 points
Total	100 points

Total points corresponding to the final letter grades

A= 90-100 points

B = 80-89 points

C = 70-79 points

D = 60-69 points

F = < 59 points

Late Assignment Policy



Written assignments are due on the day noted in the syllabus. All assignments are before the deadline (example: an assignment is due on Saturday at 11:59 PM and must be submitted BEFORE that day/time). Late assignments will have 10% of the final score deducted per day. After five (5) days late, the student will receive a 0.

Grade Appeals

If a student disagrees with a course grade, the student is encouraged to discuss their concerns with the instructor of that course. If a satisfactory outcome cannot be reached, the student may refer to the appeals policy (13.99.99.R0.05).

Remediation

Students who demonstrate areas of concern, such as failing to meet academic expectations, clinical skill deficiencies, unprofessional behavior, dispositional concerns, challenges in interpersonal effectiveness, and so forth, may be required to complete a remediation plan to support their growth and continued progress in the program. Remediation may include, but is not limited to, additional supervision, repeating a clinical course, seeking personal counseling, completing targeted skill-building assignments, participating in professional development activities, or engaging in a structured improvement plan designed to address identified areas of concern. Additionally, students who exhibit personal limitations that significantly interfere with their professional performance, cause harm to clients, or engage in conduct that violates ethical and professional standards may be dismissed from the program. See the [CMHC Counseling Department Handbook](#) or [CES Handbook](#), or reference East Texas A&M University Procedure 13.33.99.R0.39, Section 4 (Graduate Academic Probation, Retention and Suspension).

Annual Evaluation of Students

The program faculty has a systematic process for using individual student assessment data - KPI and Student Disposition data - for retention, remediation, and dismissal. The systematic process involves program faculty annually reviewing CMHC students across the 10 KPIs and CES students across the 6 KPIs. Note that KPI 10 for the CMHC program and KPI 6 for the CES program directly measure students' professional dispositions using the Professional Dispositions Competency Assessment – Revised (PDCA-R). See CMHC Student Handbook.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

Students will utilize D2L, the learning management system, for this course. D2L is used to enhance instructional and learning methods and provides a place for students to submit assignments, participate in online discussions, complete quizzes, receive interactive feedback



from the instructor, etc. Students will need to utilize other technologies such as Microsoft Word, Excel, PowerPoint/Canva, etc. The ETAMU IT Helpdesk can assist with technical assistance:

HelpDesk@etamu.edu

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

Access and Navigation

Students will need a campus-wide ID (CWID) and password to log into the course. Please contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu for support.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework in a timely and satisfactory manner. Each student needs a backup method to handle these inevitable problems. These methods might include having a backup PC at home or work, temporarily using a computer at a friend's home, at the local library, at office service companies, at Starbucks, or at the ETAMU campus open computer lab.

Communication and Support

If you have any questions or are having difficulties with the course material, please contact your Instructor using their preferred method of communication listed on p. 1.

COUNSELING DEPARTMENT: Social Media Guidelines

Counselors-in-training and Counselor Educators and Supervisors-in-training must maintain an ethical disposition throughout the program and beyond. The Counseling Department seeks to promote open dialogue on social media sites, subject to professional and ethical guidelines and applicable law. Members of the ETAMU community, including students, staff, and faculty, are expected to adhere to the ACA (2014) *Code of Ethics* online and offline.

UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus serves as a guide and living document. Circumstances and/or events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.



<https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf>.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy, please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

An online synchronous classroom is considered an extension of the in-person learning environment. All university and departmental policies apply equally in this setting and remain in full effect.

Graduate Student Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Student Disability Services](#)

<https://www.etamu.edu/student-disability-services/>



Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University

Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

document and/or consult your event organizer. Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

ETAMU Supports Students' Mental Health

The Counseling Center at ETAMU, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



Counseling

EAST TEXAS A&M



<http://telusproduction.com/app/5108.html>

AI use policy [May 25, 2023]

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. Please refer to the regulation standards below.

- 13.99.99.R0.03 Undergraduate Academic Dishonesty
- 13.99.99.R0.10 Graduate Student Academic Dishonesty

SCHEDULE (Subject to change)				
Week	Concept / Activity	CACREP 2024	Readings	Assignments
Week 1 8/20	Concept: Branches of ethics examination; ethical decision-making models and methods discussion Activity: Overview of ethics publication; literature review for branches of ethics	6.B.1.f	ACA Code of Ethics; Forester-Miller & Davis (2016); Dr. Autumn Ascano's PowerPoint – Play Therapy and the Law	<i>Ongoing Literature Review</i>
Week 2	Concept: Overview of	6.B.1.f	Wheeler & Bertram	<i>Case Law Brief</i>



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8/27	Professional Identity of Counselor Educators, Supervisors; 5 Pillars and Ethics Activity: Work on the literature review for the ethics publication related to this week's topics	6.B.2.k, 6.B.3.k., 6.B.4.m.	(2019), Chapters 1-2; ACA Code of Ethics	<i>(Counseling) Due August 29th at 11:59 PM</i> <i>Ongoing Literature Review</i>
Week 3 9/3	Concept: Civil Malpractice Liability, Licensure Board Complaints, and Criminal Actions Activity: Work on the literature review for the ethics publication related to this week's topics	6.B.1.f, 6.B.2.k	Wheeler & Bertram (2019), Chapters 3-4; ACA Code of Ethics	<i>Ongoing Literature Review</i>
Week 4 9/10	Concept: ; Confidentiality, Privilege, and HIPAA Privacy Activity: Work on the literature review for the ethics publication related to this week's topics	6.B.1.f, 6.B.2.k, 6.B.3.k.	Wheeler & Bertram (2019), Chapter 5; ACA Code of Ethics	<i>Ongoing Literature Review</i>
Week 5 9/17	Concept: Duties to Report, Warn, and/or Protect Activity: Work on the literature review for the ethics publication related to this week's topics	6.B.1.f, 6.B.2.k, 6.B.3.k., 6.B.4.m. 6. B.5.m	Wheeler & Bertram (2019), Chapter 6; ACA Code of Ethics	<i>Case Law Brief (Supervision) Due September 19th at 11:59 PM</i> <i>Ongoing Literature Review</i>
Week 6 9/ 24	Concept: Documentation and Records Activity: Work on the	6.B.1.f, 6.B.2.k, 6.B.3.k., 6.B.4.m.	Wheeler & Bertram (2019), Chapter 7; ACA Code of Ethics	<i>Lesson Plan 1 Due (DMC) September 28th by 11:59 PM</i>



Counseling

EAST TEXAS A&M

	literature review for the ethics publication related to this week's topics	6.B.5.m		<i>Ongoing Literature Review</i>
Week 7, 10/1 - NO CLASS				
Week 8 10/ 8	Concept: Technology and Counseling, Supervision, and Teaching Activity: Work on the literature review for the ethics publication related to this week's topics	6.B.1.f, 6.B.2.k, 6.B.3.k., 6.B.4.m. 6.B.5.m	Wheeler & Bertram (2019), Chapter 8; ACA Code of Ethics	<i>Case Law Brief (Teaching) Due October 10th at 11:59 PM</i> <i>Ongoing Literature Review</i>
Week 9 10/15	Concept: The Four Failures of Documentation and SI/HI Activity: Work on the literature review for the ethics publication related to this week's topics	6.B.1.f, 6.B.2.k, 6.B.3.k., 6.B.4.m. 6.B.5.m	Wheeler & Bertram (2019), Chapter 9; ACA Code of Ethics	<i>Ongoing Literature Review</i>
Week 10 10/22	Concept: Professional Boundaries; Burnout Activity: Work on the literature review for the ethics publication related to this week's topics	6.B.1.f, 6.B.4.m. 6.B.5.m	Wheeler & Bertram (2019), Chapter 10; ACA Code of Ethics	<i>Ongoing Literature Review</i>
Week 11 10/29	Concept: Managing Your Counseling Practice Activity: Work on the literature review for the ethics publication related to this week's topics	6.B.1.f, 6.B.4.m. 6.B.5.m	Wheeler & Bertram (2019), Chapter 11; ACA Code of Ethics	<i>Case Law Brief (Research) Due October 31st at 11:59 PM</i> <i>Ongoing Literature Review</i>
Week 12 11/5	Concept: Counselor Educators and Clinical Supervisors Activity: Work on the	6.B.1.f, 6.B.2.k, 6.B.3.k., 6.B.4.m.	Wheeler & Bertram (2019), Chapter 12; ACA Code of Ethics	<i>Lesson Plan 2 Due (Belmont Report) November 7th by 11:59 PM</i>



Counseling

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	literature review for the ethics publication related to this week's topics	6.B.5.m		<i>Ongoing Literature Review</i>
Week 13 11/12	Concept: Cross-referencing the Code of Ethics (with self and other CoEs) Activity: Work on the literature review for the ethics publication related to this week's topics	6.B.1.f, 6.B.2.k, 6.B.3.k., 6.B.4.m. 6.B.5.m		<i>Ongoing Literature Review</i>
Week 14 11/19	Concept: Cross-referencing the Code of Ethics (with self and other CoEs) Activity: Work on the literature review for the ethics publication related to this week's topics	6.B.1.f, 6.B.2.k, 6.B.3.k., 6.B.4.m. 6.B.5.m		<i>Case Law Brief (Leadership and Advocacy) Due November 21st at 11:59 PM</i> <i>Ongoing Literature Review</i>
Week 15, 11/26 - NO CLASS				
Week 16 12/3	Final Class – prepare to submit for publication!	6.B.1.f, 6.B.2.k, 6.B.3.k., 6.B.4.m. 6.B.5.m		