

GCN 702.OA: Ethics and Professional Issues

Fall 2021/ Mondays / 7-9 PM

COURSE INSTRUCTOR: Dr Anna Flores Locke
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APPOINTMENT INFORMATION: Virtual office hours: Monday - Wednesday 1 - 4 PM, evenings hours also available using link below
APPOINTMENT LINK: <https://calendly.com/anna-locke/30min>

REQUIRED TEXTS:

Corey, G., Corey, M. S., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions (9th Ed.)*. Thomson Brooks/Cole: Belmont, CA. ISBN: 978-1-285-46467-1

American Counseling Association (2014). *ACA 2014 Code of Ethics*. Author: Alexandria, VA.

Download and print this document off website and bring it to every class for discussion:
<http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

American Association of Christian Counselors (2014). *AACC 2014 Christian Counseling Code of Ethics*. Author: Forest, VA.

Download and print this document off website and bring it to every class for discussion:
<http://aacc.net/files/AACC%20Code%20of%20Ethics%20-%20Master%20Document.pdf>

American Psychological Association (APA). (2010). *Publication manual of the American psychological association (6th Ed.)*. American Psychological Association: Wash DC.

OTHER RESOURCES: Google Meet and E360

Pope, K. S., & Vasquez, M. J. T. (2007). *Ethics in psychotherapy and counseling (3rd Ed.)*. Jossey-Bass: San Francisco, CA. ISBN: 978-0-7879-9400-6

Wulach, J. S. (1993). *Law & mental health professionals: New York*. American Psychological Association: Washington, D.C.

Wulach, J. S. (1993). *Law & Mental Health Professionals: New Jersey, (2nd Ed.)*. American Psychological Association: Washington, D.C.

Journal of Counseling and Development, 92, 131-153. (2014).

McGuire, A. L., & Courtenay, B. R. (2008). Keeping children's secrets: Confidentiality in the physician-patient relationship. *Houston Journal of Health Law and Policy*, 8, 315-333.
https://www.law.uh.edu/hjhlp/volumes/Vol_8_2/McGuire.pdf

American Psychological Association (APA) Ethics Office

<http://www.apa.org/ethics/>

This is the official APA ethics website, with links to the ethical principles and code of conduct and related topics about ethical violations.

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Listen to and Be Prepared to Discuss Dr. Diane Langberg's [Lessons Learned in a Therapist's Chair](https://www.dianelangberg.com/2018/01/lessons-learned-from-the-therapists-chair/) found at <https://www.dianelangberg.com/2018/01/lessons-learned-from-the-therapists-chair/>

CATALOG COURSE DESCRIPTION:

An overview of the legal, ethical, and professional issues currently facing mental health counselors as addressed by the American Counseling Association (2014) Code of Ethics. Particular attention is given to matters involving confidentiality, informed consent, conflicts of interest, counselor values, transference and countertransference issues, advertising, and potential dual relationship conflicts. Variation in state mental health laws will also be discussed (predominantly focused on NY, NJ and CT, but may include states that students are considering for future licensure). Covers content in the "professional orientation and ethics" section of the CECE and CACREP eight core areas.

Prerequisites: GCN 502 and GCN 601.

This Course is a co-requisite that must be taken with GCN 791 (Practicum).

This course is housed within the Alliance Graduate School of Counseling.

Only the core faculty can change the textbook and the signature assignment indicated for this course.

Signature assignments:

- Final exam

All other assignments are amendable by the instructor teaching the course. If assignments are changed, it can be done to adjust the course to the online or on ground delivery method (for example, online courses may include discussion posts, while on ground courses will not); and to allow for the academic freedom and creativity of the instructor. Please note, that assignments given MUST align with the student learning goals and CACREP standards indicated for this course. For further direction on how to meet this alignment, please contact the core faculty assigned to this course.

STUDENT LEARNING GOALS:	Assignment* Measuring Goal Attainment:	Other Alignments	
		Core / Skill	Dept / Prg
1. Students will learn and demonstrate knowledge of the ethical principles and legal requirements pertaining to the counseling process and use these principles to make ethical decisions.	1. Online class attendance, completion of reading and pre - inventories, class discussions, exam, case vignette papers.	Leveraging a diverse set of virtual tools to promote an academically challenging and rewarding environment. (Corresponds to Nyack Core Value "Academically Excellent")	<i>2016 CACREP Standards F.1.i., CMHC A.2.</i>

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<p>2. Students will learn about professional credentialing (licensure, certification, accreditation, etc.) and the role of public policy on the field of counseling.</p>	<p>2. Online class attendance, completion of reading and pre-chapter self-inventories, class discussions, exam.</p>	<p>Inspiring and equipping students worldwide for ministerial, educational, and community-building professions in their part of the world. (Corresponds to Nyack Core Value "Socially Relevant")</p>	<p><i>2016 CACREP Standards F.1.g., CMHC A.4., C.9.</i></p>
<p>3. Students will demonstrate skills reflecting ethical conduct in professional situations (e.g., assessing and managing suicidality, how to keep records, boundary challenges, professional competency, etc.)</p>	<p>3. Online discussions, exam, case vignette papers.</p>	<p>Leveraging a diverse set of virtual tools to promote an academically challenging and rewarding environment. (Corresponds to Nyack Core Value "Academically Excellent")</p>	<p><i>2009 CACREP Standards F.1j., CMHC A.2., B.1., D.6., D.7., D.9.</i></p>
<p>4. Students will learn about their professional roles and functions relative to other professionals (e.g., psychiatrists, child protection agents, social workers, other treatment team members, etc.) and how to communicate and work with them in a professional manner. (IL Standard 4, 3.a – Understanding)</p>	<p>4. Online class attendance, completion of reading and pre-chapter self-inventories, online discussions, exam, case vignette papers.</p>	<p>Leveraging a diverse set of virtual tools to promote an academically challenging and rewarding environment. (Corresponds to Nyack Core Value "Academically Excellent")</p> <p>Nurturing personal transformation through a diverse community of peers and educators. (Corresponds to Nyack Core Value "Personally Transforming")</p>	<p><i>2016 CACREP Standards F.1.c., CMHC A.3.</i></p>

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5. Students will learn about the role and process of the professional counselor advocating on behalf of the profession.	5. Online class attendance, completion of reading and pre-chapter self-inventories, class discussions.	Leveraging a diverse set of virtual tools to promote an academically challenging and rewarding environment. (Corresponds to Nyack Core Value “Academically Excellent”)	<i>2016 CACREP Standards F.1.d., CMHC A.3.</i>
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The above student learning goals are aligned with the institutional core academic goals and skills and the department’s and/or program’s goals stated in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>). Attainment of goals is evaluated by the identified assignments.

*Assessments primarily serve as measures of individual student growth and goal attainment. Secondly, samples of student work and/or evaluations of student work may be used by the School/Department and Institution for improving student learning and as evidence of program effectiveness. Care will be taken to protect student identity.

ASSIGNMENT DESCRIPTIONS:

All due dates and times are listed in Eastern Standard Time (EST).

Please note that the due dates are not the day of class, some are before class and others are after. This is intentionally done to allow you sufficient time across the week to complete the assignments and be prepared for classroom discussions.

1. Participation and Attendance:

Major methods of learning in this class are discussions, lectures, quizzes, and case scenarios, with 10 two hour synchronous meetings on Tuesdays (7:00 – 9:00 p.m. EST) and 4 asynchronous meetings. Before Tuesday’s meeting, video lectures, PowerPoints, assignments, and/or chapter reading must be reviewed and completed. The time together will be used for discussion, presentations, small group exercises, etc. Therefore, everyone's attendance and participation are necessary. One excused absence (need to send an email to the Instructor before class on the reasons for the absence) during the course will be permitted (there will be a loss of points). However, the second absence will constitute a considerable lower grade and a third absence will constitute excessive absences and a non-passing grade. If the computer you are using does not have a working internal or external microphone, at all times, by the first synchronous session you will need to drop this course.

2. Pre/Post-course Self-Assessment:

In the Corey text, there is a multiple-choice self-assessment inventory. You will find the inventory in the course shell. Please take this inventory before the class starts and submit your responses on the first day of class. The assignment is worth 10 points. There is no make-up of this assignment.

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3. Pre-Chapter Self-Inventories:

At the beginning of each chapter in the Corey text, there is a self-inventory (starting in Chapter 2). Students will complete 10 of the 12 self-inventory for each of the chapters assigned to each class meeting and submit the inventory at the beginning of each class. Each self-inventory will be worth 1 point; there will be no make-ups of the pre-chapter self-inventories

4. Discussion Questions 5 (2 points each):

The purpose of this activity is to have each student be a part of the discussion for the specific weekly assignment/chapters. There will be five discussion questions. The purpose of the discussion questions is for students to have an intelligent dialog with their fellow classmates; post your opinion on the topic and incorporate the chapters' content into your answers to show that you are learning the material. It is a post that displays significant importance, value, validity, solidity and independence of thought. It is a response that adds depth and breadth to a discussion. It includes proper grammar and spelling. It directly addresses the question and does not "go off on a tangent." It begins by addressing the class and ends with your name. The minimum required word count is 150-200 words and applies to all discussion question main responses that are graded as well as all replies graded for participation. Quotes and references to course materials are strongly encouraged to allow other students to learn by your example. Students are also to respond to two other students' posts for the full points. You will then be required to respond to two other classmates' responses as well. Now, when I say respond to two other classmates, I am looking for more than "That's true" or "I agree" type of responses. I want you to explain your answers. Provide us with details or evidence of why you choose to respond the way you did. If you disagree, tell us why and how you developed this answer; feel free to incorporate information from the book, lecture and/or life experience to prove your point. Discussion questions posts are due at least two days before the due dates on the course schedule with the responses to two posts due by the due date.

5. Case Scenario Papers:

Because ethical practice involves the application of ethical and critical thinking in addition to knowledge of the respective ethical codes, case scenario papers (4) will play a big role in developing these skills. Students will write a 2-3 page reaction paper in response to different ethical quandaries proposed in the papers. Papers must fulfill both their purpose of self-examination as well as refer to appropriate conduct guided by the ethics codes. 10% of the total points will be deducted for every day a paper is late and except for emergency situations, emailing of papers will not be accepted.

Select a Case and Analyze. From either the ACA Casebook OR the main Textbook (from chaps 1-6), select a case that involves some kind of ethical dilemma that interests you. Put yourself in the case as a counselor and show HOW you would address the ethical, clinical, or legal issues in the case by applying the 8-step ethical decision making model in Chapter 1 to the case.

Barnett and Johnson (2010) remind us that many of the ethical dilemmas we will encounter do not have a readily apparent answer. Keeping in mind the feminist model of ethical decision making, Walden's (2015) views on including the client's voice in ethical concerns, a social constructionist approach to ethics, and a transcultural integrative model of ethical decision making, we present our approach to thinking through ethical dilemmas. Following these steps may help you think through ethical problems.

1. *Identify the problem or dilemma.* It is important to determine whether a situation truly involves ethics. The distinction between unorthodox and poor professional practice may be unclear (Koocher & Keith-Spiegel, 2008). To determine the nature of the problem or dilemma, gather all the information that sheds light on the situation. Clarify whether the conflict is ethical, legal, clinical, professional, or moral—or a combination of any or all of these. The first step toward resolving an ethical dilemma is recognizing that a problem exists and identifying its specific nature. Because most ethical dilemmas are complex, it is useful to look at the problem from many perspectives. Consultation with your client begins at this initial stage and continues throughout the process of working toward an ethical decision, as does the process of documenting your decisions and actions. Frame and Williams (2005) suggest reflecting on these questions to identify and define an ethical dilemma: “What is the crux of the dilemma? Who is involved? What are the stakes? What values of mine are involved? What cultural and historical factors are in play? What insights does my client have regarding the dilemma? How is the client affected by the various aspects of the problem? What are my insights about the problem?” Taking time to engage in reflection is an essential first step.
2. *Identify the potential issues involved.* After the information is collected, list and describe the critical issues and discard the irrelevant ones. Evaluate the rights, responsibilities, and welfare of all those who are affected by the situation. Consider the cultural context of the situation, including relevant cultural dimensions of the client’s situation such as culture, race, socioeconomic status, and religious or spiritual background. Other relevant variables include the client’s age and the client’s relationship with other family members. It is important to consider the context of power and privilege and also to assess acculturation and racial identity development of the client (Frame & Williams, 2005). Part of the process of making ethical decisions involves identifying and examining the ethical principles that are relevant in the situation. Consider the six fundamental moral principles of autonomy, nonmaleficence, beneficence, justice, fidelity, and veracity and apply them to the situation, including those that may be in conflict. It may help to prioritize these ethical principles and think through ways in which they can support a resolution to the dilemma. Reasons can be presented that support various sides of a given issue, and different ethical principles may sometimes imply contradictory courses of action. When it is appropriate, and to the degree that it is possible, involve your client in identifying potential issues in the situation.
3. *Review the relevant ethics codes.* Consult available guidelines that could apply in your situation. Ask yourself whether the standards or

principles of your professional organization offer a possible solution to the problem. Consider whether your own values and ethics are consistent with, or in conflict with, the relevant codes. If you are in disagreement with a particular standard, do you have a rationale to support your position? It is imperative to document this process to demonstrate your conscientious commitment to solving a dilemma. You can also seek guidance from your professional organization on any specific concern relating to an ethical or legal situation. Most of the national professional organizations provide members with access to a telephone discussion of ethical and legal issues. These consultations focus on giving members guidance in understanding and applying the code of ethics to a particular situation and in assisting members in exploring relevant questions. However, these consultations do not tell members what to do, nor does the organization assume responsibility for making the decision.

4. *Know the applicable laws and regulations.* It is essential for you to keep up to date on relevant state and federal laws that might apply to ethical dilemmas. In addition, be sure you understand the current rules and regulations of the agency or organization where you work. This is especially critical in matters of keeping or breaching confidentiality, reporting child or elder abuse, dealing with issues pertaining to danger to self or others, parental rights, record keeping, assessment, diagnosis, licensing statutes, and the grounds for malpractice. However, realize that knowledge of the laws and regulations are not sufficient in addressing a dilemma. As Welfel (2013) aptly puts it: "Rules, laws, and codes must be fully understood to act responsibly, but they are the starting point of truly ethical action, not the end point" (p. 24).
5. *Obtain consultation.* One reason for poor ethical decisions stems from our inability to view a situation objectively because of our prejudices, biases, personal needs, or emotional investment (Koocher & Keith-Spiegel, 2008). You do not have to make ethical decisions alone, but it is important to maintain client confidentiality when consulting others. It is generally helpful to consult with several trusted colleagues to obtain different perspectives on the area of concern and to arrive at the best possible decision. Wheeler and Bertram (2012) suggest that two heads are better than one, and that three heads are often even better! Do not consult only with those who share your viewpoint. If there is a legal question, seek legal counsel. If the ethical dilemma involves working with a client from a different culture or who has a different worldview than yours, it is prudent to consult with a person who has expertise in this culture. If a clinical issue is involved, seek consultation from a professional with appropriate clinical expertise. After you present your assessment of the situation and your ideas of

how you might proceed, ask for feedback on your analysis. Are there factors you are not considering? Have you thoroughly examined all of the ethical, clinical, and legal issues involved in the case? It is wise to document the nature of your consultation, including the suggestions provided by those with whom you consulted. In court cases, a record of consultation illustrates that you have attempted to adhere to community standards by finding out what your colleagues in the community would do in the same situation. In an investigation the “reasonable person” standard may be applied: “What would a professional in your community with 3 years’ experience have done in your situation?”

6. *Consider possible and probable courses of action.* At this point, take time to think about the range of courses of actions. Brainstorm to identify multiple options for dealing with the situation. Generate a variety of possible solutions to the dilemma (Frame & Williams, 2005). Consider the ethical and legal implications of the possible solutions you have identified. What do you think is likely to happen if you implement each option? By listing a wide variety of courses of action, you may identify a possibility that is unorthodox but useful. Of course, one alternative is that no action is required. As you think about the many possibilities for action, discuss these options with your client as well as with other professionals and document these discussions.
7. *Enumerate the consequences of various decisions.* Consider the implications of each course of action for the client, for others who are related to the client, and for you as the counselor. Examine the probable outcomes of various actions, considering the potential risks and benefits of each course of action. Other potential consequences of a decision include psychological and social costs, short- and long-term effects, the time and effort necessary to implement a decision, and any resource limitations (Koocher & Keith-Spiegel, 2008). Again, collaboration with your client about consequences for him or her is most important, for doing this can lead to your client’s empowerment. Use the six fundamental moral principles (autonomy, nonmaleficence, beneficence, justice, fidelity, and veracity) as a framework for evaluating the consequences of a given course of action. Realize that there are likely to be multiple outcomes, rather than a single desired outcome in dealing with an ethical dilemma. A useful strategy is to continue brainstorming and reflecting on other options as well as consulting with colleagues who may see possibilities that have not occurred to you (Remley & Herlihy, 2014).
8. *Choose what appears to be the best course of action.* To make the best decision, carefully consider the information you have received from various sources. The more obvious the dilemma, the clearer the course of action; the more subtle the dilemma, the more difficult the decision

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will be. After deciding, try not to second-guess your course of action. You may wonder if you have made the best decision in a given situation, or you may realize later that another action might have been more beneficial. Hindsight does not invalidate the decision you made based on the information you had at the time. Once you have made what you consider to be the best decision, evaluate your course of action by asking these questions (Frame & Williams, 2005): “How does my action fit with the code of ethics of my profession? To what degree does the action taken consider the cultural values and experiences of the client? How might others evaluate my action? What did I learn from dealing with this ethical dilemma?” Once you have decided on a course of action, remain open to the possibility that circumstances may require that you make adjustments to your plan. Wheeler and Bertram (2012) recommend careful documentation of the ethical decision-making process you used in arriving at a course of action, including the options you considered and ruled out. It is important to document the outcome and to include any additional actions that were taken to resolve the issue. Review your notes and follow up to determine the outcomes and whether further action is needed. To obtain the most accurate picture, involve your client in this process.

6. Weekly Online Quizzes 8 (2 points each):

Weekly online quizzes will come from the required Reading, PowerPoint, Discussions, etc. for each class session along with the corresponding key terms covered in that reading (see the glossary in the required text). There will be 8 quizzes in total (as per the course calendar). **The quiz is open book and notes. Once you begin the quiz, you will have 1 hour to complete it.** If a student misses the window to take a quiz, there will be NO time extensions or make-ups.

7. Final Exam – Ethical Case

The final exam will be available one week in advance, on Tuesday by 9:00 pm, and closed the day after the due date as indicated on the syllabus. If a student misses the window to take the final exam, there will be NO time extensions or makeup. The final exam will be in the lesson for week 14 in e360.

GRADING COMPOSITION AND SCALE:

Grades for this class are calculated for each category of grading. Each category is assigned a percentage of the total grade. The course grade is based on the following components:

- | | |
|---|-----|
| ● Class Participation | 10% |
| ● Pre/Post-course Self-Assessment | 10% |
| ● Pre-Chapter Self-Inventories (12 x 1 point) | 12% |
| ● Online Discussion Question (5 x 2 points) | 10% |

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- Online Quizzes (8 x 2 points) 16%
- Final Exam Paper (Ethical Case) 30%
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- Case Scenario Papers (4 x 3 points) 12%
- Total Points 100%

As outlined in the catalog, all grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

A	A-	B+	B	B-	C+	C	C-	F
93-100%	90-92%	88-89%	83-87%	80-82%	78-79%	73-77%	70-72%	0-69%

Care should be taken to perform at one’s best in each class. Minimum course, program, and institution grade requirements are outlined in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>), falling below which may affect timely degree completion and/or financial assistance.

CARNEGIE UNIT ACCOUNTABILITY

The estimated instructional and homework hours for this course, by category, are as follows:

Type of Work	Hours
Course Presentations/“Lectures”	42
Required Readings	30
Writing Assignments	20
Studying for Exams	10
Online discussions	20
Exams	15
Total Hours	135

In order to demonstrate accountability to reach the student learning goals listed above, this course holds to a professional academic standard known as the Carnegie Unit. This impacts the amounts of reading, “seat time” (instructional time), and outside work assigned. Standardized expectations are 45 hours of instructional and homework time per credit (**135 hours of instructional and homework time for a 3-credit course**). Accreditors and the US Department of Education have set these standards so as to assure that students receive a fair education.

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COURSE OUTLINE AND CALENDAR

Week 1	Overview
09/13	<ul style="list-style-type: none"> ● INTRODUCTION TO PROFESSIONAL ETHICS
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> ● Read and review syllabus (due date: 09/12) ● Corey, Ch. 1 (due date: 09/12) ● DQ # 1 (due date: 09/17) ● Pre-course self-assessment (due date: 09/12)
Week 2	Overview
09/20	<ul style="list-style-type: none"> ● COUNSELOR: PERSON AND PROFESSIONAL
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> ● Corey, Ch. 2 (due date: 09/19) ● Pre-chapter self -inventory (due date: 09/19) ● Quiz #1 on Chapters 1 and 2 (due date: 09/25) ● Case scenario # 1 (due date: 09/24)
Week 3	Overview
09/27 Asynchronous	<ul style="list-style-type: none"> ● VALUES/HELPING RELATIONSHIPS
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> ● Corey, Ch. 3 (due date: 09/26) ● Pre-chapter self -inventory (due date: 09/26) ● DQ # 2 (due date: 10/01)
Week 4	Overview
10/04	<ul style="list-style-type: none"> ● MULTICULTURAL PERSPECTIVES
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> ● Corey, Ch. 4 (due date: 10/03) ● Pre-chapter self -inventory (due date: 10/03) ● Quiz #2 (due date: 10/08)
Week 5	Overview
10/11	<ul style="list-style-type: none"> ● CLIENTS RIGHTS & COUNSELOR RESPONSIBILITIES
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> ● Corey, Ch. 5 (due date: 10/10) ● Pre-chapter self -inventory (due date: 10/10) ● Quiz #3 (due date: 10/16)

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	<ul style="list-style-type: none"> • Case scenario # 2 (due date: 10/15)
Week 6	Overview
10/18 Asynchronous	<ul style="list-style-type: none"> • CONFIDENTIALITY, PRIVACY, & PRIVILEGED
	Activities, Assignments and/or Exams <ul style="list-style-type: none"> • Corey, Ch. 6 (due date: 10/16) • Pre-chapter self -inventory (due date: 10/16) • DQ # 3 (due date: 10/23) • Quiz #4 (due date: 10/22)
Week 7	Overview
10/25	<ul style="list-style-type: none"> • BOUNDARIES & MULTIPLE RELATIONSHIPS
	Activities, Assignments and/or Exams <ul style="list-style-type: none"> • Corey, Ch. 7 (due date: 10/24) • Case scenario # 3 (due date: 10/30) • Quiz # 5 (due date: 10/29)
Week 8	Overview
11/01 Asynchronous	<ul style="list-style-type: none"> • COMPETENCE AND TRAINING
	Activities, Assignments and/or Exams <ul style="list-style-type: none"> • Corey, Ch. 8 (due date: 10/30) • Pre-chapter self -inventory (due date: 10/30) • DQ #4 (due dates: 11/06)
Week 9	Overview
11/08	<ul style="list-style-type: none"> • ETHICAL ISSUES IN SUPERVISION
	Activities, Assignments and/or Exams <ul style="list-style-type: none"> • Corey, Ch. 9 (due date: 11/07) • Pre-chapter self -inventory (due date: 11/07) • Quiz # 6 (due date: 11/12)
Week 10	Overview
11/15 Asynchronous	<ul style="list-style-type: none"> • ISSUES IN THEORY AND PRACTICE
	Activities, Assignments and/or Exams <ul style="list-style-type: none"> • Corey, Ch. 10 (due date: 11/14) • Pre-chapter self -inventory (due date: 11/14) • Quiz # 7 (due date: 11/29) • Case Scenario 4 (due dates: 11/20)

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Week 11	Overview
11/29	<ul style="list-style-type: none"> ● ETHICAL ISSUES: COUPLES AND FAMILY THERAPY
	Activities, Assignments and/or Exams
11/29	<ul style="list-style-type: none"> ● Corey, Ch. 11 (due date: 11/27) ● Pre-chapter self -inventory (due date: 11/27) ● DQ #5 (due date: 12/03)
	Overview
Week 12	Overview
12/06	<ul style="list-style-type: none"> ● GROUP WORK
	Activities, Assignments and/or Exams
12/06	<ul style="list-style-type: none"> ● Corey, Ch. 12 (due date: 12/05) ● Pre-chapter self -inventory (due date: 12/05) ● DQ #5 (due dates: 12/11) ● Quiz # 8 on Chapters 11 and 12 (due date 12/10)
	Overview
Week 13	Overview
12/13	<ul style="list-style-type: none"> ● COMMUNITY AND SOCIAL JUSTICE
	Activities, Assignments and/or Exams
12/13	<ul style="list-style-type: none"> ● Corey, Ch. 13 (due date: 12/12) ● Pre-chapter self -inventory (due date: 12/12) ● Post Self-Assessment Inventory (due date: 12/18)
	Overview
Week 14	Overview
12/20 Asynchronous	<ul style="list-style-type: none"> ● FINAL EXAM
	Activities, Assignments and/or Exams
12/20 Asynchronous	<ul style="list-style-type: none"> ● Complete Final Exam by 12/21

COURSE POLICIES

- **Reasonable Accommodation:** Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.
- **Student Identity Verification and Privacy:** Student identity in the online course is verified via measures for online course enrollment (student name, matching institutional email address, and student ID#) and online course login (secure login and pass code via my.nyack.edu portal). Use of the Edvance360 Software and System is implemented and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99, and assurances are provided that information protected by FERPA is secure from people unauthorized to use the System.

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- **Attendance/Absence:** For online courses, instructors are to have 45 hours of instruction for every credit hour, which is demonstrated through the Carnegie Unit explanation in this syllabus. Attendance is taken once a week based on the student's interaction in the online course, as determined by threaded discussions, submitted papers, quizzes/exams, and/or synchronous class sessions. Attendance will be marked in the Faculty Portal for those students who have demonstrated participation based on that week's interaction in the course. Missing any class time is detrimental to students and should be avoided. Students, however, are permitted one hour of absence (excused or unexcused) for each credit hour before grading penalties are imposed. There will be only **ONE** unexcused and **ONE** excused class absence allowed each semester. IF there is an additional absence for unavoidable circumstances, such as severe illness, the death of a family member, etc. you will be expected to explain your absence in writing in a typed appeal letter to the professor. The professor will respond with a typed statement of how you can make up the class. This will typically involve a 2-3-page research paper or book report on a topic selected by the professor. **THIS REMEDY FOR ABSENCE MAY ONLY BE USED ONCE PER SEMESTER.** Any additional absence not addressed in this manner will result in a **grade reduction in the course.** One letter grade will be deducted from each extra absence. For example, let's say your accumulative grade is A-, it becomes B+ when you're absent twice instead of the one allowed absence; and becomes a B if you're absent three times. ***You will automatically fail the class (and be forced to drop out of internship) if you are absent more than three times.***
- **Late Assignments/Extensions:** All assignments are due on the date designated. One point of your grade will be deducted for each week assignments are handed in late without professor's approval. *Assignments handed in more than two weeks late will NOT be accepted (student will receive a grade of ZERO for that assignment).* Assignments cannot be handed in past the last day of the class, unless an extension request was approved by the professor and filed with the Registrar's Office no later than the last day of the class (before final exams week begins—see *Extensions for Late Work policy in the college catalog*).
- **Make-Up Exams:** Students may not be absent from an announced examination period except for reasons beyond their control. In the event of an unavoidable absence, the student must arrange for a make-up examination with the instructor.
- **Academic Integrity and Plagiarism:** In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people's words or ideas as though they were your own) will be subject to the penalties as *described in the plagiarism policy in the college catalog and student handbook.*
- **Academic Quality:** Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the indicated style guide.
- **Style Guide for written work:** All written assignments are to be double-spaced, with title page, no abstract needed, references page and follows APA formatting. Please refer to the APA manual or Purdue OWL for guidance.
- **Writing Center:** Because ALL Writers Need Feedback - The Writing Center is available to assist all students with writing for any classes. Peer Writing consultants, who are fellow Nyack College students and alumni, are trained to help with all stages of the writing process, from brainstorming to organizing to revising and editing papers. Plan well in advance to bring the assignment sheet, or a draft of the paper, and specific questions/concerns to any of the Center's locations. Students are also able to have access to

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online consultations through Google Docs via their nyack.edu email account. The Center's services are free. Students can drop in and work with a consultant or make an appointment through the website or by calling the Center. For more information about Writing Center services and locations, please visit the website: <https://www.nyack.edu/writingcenter/>

- **Communication with Instructor:** Nyack College email will be the primary mode of communication with students, unless specified otherwise. Please check your email regularly.
- **Grievance Procedure Policy:** Students who have a grievance relative to academic policies, grades given, or other academic judgments should first seek to resolve their complaints with the professor. If resolution is not reached, the matter may be directed to the department head or program director of the class in question. If this does not solve the problem, a formal complaint may be made in writing to the respective Academic Dean whose judgment is final. *See the full Grievance Procedure Policy posted in the college catalog.*
- **Discrimination (Title IX):** Sex and gender discrimination, including sexual harassment, are prohibited in educational programs and activities, including classes. Title IX legislation and College policy require the College to provide sex and gender equity in all areas of campus life. If you or someone you know has experienced sex or gender discrimination, sexual harassment, sexual assault, intimate partner violence, or stalking, we encourage you to seek assistance and to report the incident through resources available at www.nyack.edu/safetyandsecurity. Confidential assistance is available at the Student Counseling Center. Faculty are NOT confidential under Title IX and will need to share reported information with the Title IX Coordinator. For these and other policies governing campus life, please see the Student Handbook.
- **Electronic Devices:** It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class.
- **Online Classrooms:** The technology used to facilitate online classrooms is Google Meet (aka Google Hangout or Hangouts Meet), and this technology can be launched from your Google Calendar when in my.Nyack.edu. (Click on the Google App 9 square icon when in your my.Nyack.edu account and select Calendar). Additionally, it can be launched by typing in the following URL where xxx-xxxx-xxx is a 10 character string provided in each e360 course shell: meet.google.com/xxx-xxxx-xxx. Furthermore, Google Meet has a mobile app called Hangouts Meet in the App Store that can be downloaded onto a smart device. Lastly, students and/or professors occasionally encounter problems connecting to the online classroom via Google Meet. As a back-up plan, each professor has a conference call-in number (identified on E360) to quickly move the online classroom to an audio-only conference call as needed.
- Examples of good Online Classroom Etiquette: **The Core Rules of Netiquette** by Virginia Shea (an excerpt from *Netiquette*)
- **Withdrawal Date:** Withdrawal from a course is allowed until the class reaches the 75% mark of the course length. Withdrawal requires signatures on the Registrar's Course Withdrawal form and the process should be started well before the deadline. Financial implications and satisfactory academic progress implications provided by the financial aid counselor and the academic advisor should be considered during the Course Withdrawal form process.