



**Professional Counseling Program**

Middle Tennessee State University  
 1301 East Main Street  
 Murfreesboro, TN 37132

[http://www.mtsu.edu/edu\\_leadership/professional\\_counseling/](http://www.mtsu.edu/edu_leadership/professional_counseling/)

**COUN 6230 LEGAL AND ETHICAL ISSUES IN COUNSELING SEMESTER**



Instructor:  
 Email:  
 Office Phone:  
 Cell Phone:

Office:  
 Office Hours: \*Appointment required  
 Class Location:  
 Meeting dates:

**COURSE DESCRIPTION:** Legal, ethical and professional issues pertaining to the practice of school and mental health counseling.

Instructor's Statement: This course will involve the study of current information and decision-making skills related to legal, ethical and professional issues in counseling. In teaching this course, I have two primary objectives: (a) to help you develop an understanding and awareness of the specific knowledge and skills related to ethical issues in counseling, (b) to develop decision-making skills related to ethical situations in counseling. The format of the class requires your **active participation** in all aspects of the class including lecture, readings, discussions, and activities.

**TEXTBOOK**

Remley, T. P., & Herlihy, B. (2016). *Ethical, Legal, and Professional Issues in Counseling*. Upper Saddle River, NJ: Merrill/Prentice Hall.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**Required for MENTAL HEALTH students:**

Wheeler, A. M. N & Bertram, B. (2015) *The Counselor and the Law* (7th Edition). Alexandria, VA: American Counseling Association.

**Required for SCHOOL COUNSELING students:**

Stone, C. (2013). *School Counseling Principles: Ethics and Law*. Alexandria, VA: American School Counselor Association.

**METHODS OF INSTRUCTIONS**

Lecture, online discussions, online activities

**PROGRAM OUTCOMES**

1. PROFESSIONAL IDENTITY – Students will understand and value all aspects of professional functioning, including history, roles, organizational structures, ethics, legalities, standards, and credentialing.
2. SOCIAL AND CULTURAL DIVERSITY – Students will apply core theory and research regarding the cultural context of relationships, including current issues and trends in a multicultural and diverse society, to the practice of professional counseling.
3. HUMAN GROWTH AND DEVELOPMENT – Students will apply core theory and research regarding the nature and needs of individuals at all developmental levels to their work as professional counselors.
4. CAREER DEVELOPMENT – Students will apply core theory and research pertaining to career development, the psychology of work, and related life factors to the practice of professional counseling.
5. HELPING RELATIONSHIPS – Students will exhibit the knowledge base and skills needed to ethically and effectively deliver a range of professional counseling and consultation services.
6. GROUP WORK – Students will understand the theoretical and experiential foundations of group purpose, development, and dynamics and will apply group counseling methods and skills to the practice of professional counseling.
7. ASSESSMENT – Students will understand principles of testing and measurement and will apply both individual and group methods of assessment and evaluation to their work as professional counselors.
8. RESEARCH AND PROGRAM EVALUATION – Students will understand how research methods, statistical analysis, needs assessment, and program evaluation are conducted and the role of these practices in the counseling profession.
9. COMMUNICATION SKILLS – Students will communicate clearly and effectively, both orally and in writing.

| <b>COUN 6230 Legal and Ethical Issues in Counseling<br/>2009 CACREP Standards</b> |   |  |  |
|---|---|--|--|
| <b>#</b>  | <b>Core Curricular Category</b>               | <b>Standard</b>  | <b>Assignment/Assessment</b>   |
| <b>II-G-1-a</b>   | Professional Orientation and Ethical Practice | history and philosophy of the counseling profession;   | Exam questions   |
| <b>II-G-1-b</b>   | Professional Orientation and Ethical Practice | professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications | Discussion Board, class lecture/discussion                           |
| <b>II-G-1-d</b>   | Professional Orientation and Ethical Practice | Self-care strategies appropriate to the counselor role;  | Classroom discussion, assignment (self-exploration project)          |
| <b>II-G-1-f</b>   | Professional Orientation and Ethical Practice | professional organizations, including membership benefits, activities, services to members, and current issues;  | Exam questions, discussion board, joining professional organizations |
| <b>II-G-1-g</b>   | Professional Orientation and Ethical Practice | professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;                 | Exam questions, discussion board, joining professional organizations |
| <b>II-G-1-h</b>   | Professional Orientation and Ethical Practice | the role and process of the professional counselor advocating on behalf of the profession;   | internet activities  |
| <b>II-G-1-i</b>   | Professional Orientation and Ethical Practice | advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and  | internet activities  |
| <b>II-G-1-j</b>   | Professional Orientation and Ethical Practice | ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.                   | Exam questions, case studies, internet activities, discussion boards |
| <b>II-G-2-a</b>   | Social and Cultural Diversity                 | multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and  | internet activity  |

|                 |                                    |   |  |
|-----------------|------------------------------------|---|--|
|                 |                                    | internationally   |  |
| <b>II-G-2-d</b> | Social and Cultural Diversity      | individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;  | Internet activity  |
| <b>II-G-5-a</b> | Helping Relationships              | an orientation to wellness and prevention as desired counseling goals;  | Exam questions   |
| <b>II-G-5-g</b> | Helping Relationships              | crisis intervention and suicide prevention models, including the use of psychological first aid strategies.   | Internet Activity (podcast); speaker                                 |
| <b>#</b>        | <b>Clinical Mental Health</b>      | <b>Standard</b>   | <b>Assignment/Assessment</b>   |
| <b>CMHC-A-1</b> | Foundations - knowledge            | Understands the history, philosophy, and trends in clinical mental health counseling  | Exam questions; discussion boards; internet activities               |
| <b>CMHC-A-2</b> | Foundations - knowledge            | Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling  | Exam questions; Ethical Guidelines Review Paper; Internet Activities |
| <b>CMHC-A-3</b> | Foundations - knowledge            | Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams   | Exam questions; discussion boards; internet activities               |
| <b>CMHC-A-4</b> | Foundations - knowledge            | Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling  | Exam questions; discussion boards; internet activities               |
| <b>CMHC-A-7</b> | Foundations - knowledge            | Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems)  | internet activity  |
| <b>CMHC-B-1</b> | Foundations – Skills and practice  | Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling  | internet activity  |
| <b>CMHC-E-1</b> | Diversity – Knowledge              | Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client  | internet activity  |
| <b>CMHC-E-4</b> | Diversity – Knowledge              | Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling | internet activity  |
| <b>CMHC-E-5</b> | Diversity – Knowledge              | Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare  | internet activity  |
| <b>CMHC-E-6</b> | Diversity – Knowledge              | Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services  | Internet activity  |
| <b>#</b>        | <b>School Counseling</b>           | <b>Standard</b>   | <b>Assignment/Assessment</b>   |
| <b>SCS-A-1</b>  | Foundations – Skills and practices | Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling  | Ethical guideline Review Paper; ethical dilemmas                     |

### GRADING INFORMATION

|   |                    |
|---|--------------------|
| <b>Evaluation:</b>                        |                    |
| Class Attendance                          | 100 points         |
| Weekly Assignments                        | 200 points         |
| Final Examination                         | 150 points         |
| Weekly Quizzes (ACA Ethical Codes)        | 400 points         |
| Responses to Ethical Dilemmas             | 200 points         |
| Group Project (Informed Consent document) | 200 points         |
| Ethical Guidelines Review                 | 250 points         |
| <b>TOTAL POINTS</b>                       | <b>1500 POINTS</b> |

## ASSIGNMENTS

1. Class Attendance (100 points)
2. Final Examination (150 points)
3. Weekly Assignments (200 points)



- *Assignments*
- *Discussion Board*

4. Quiz Questions (400 points)
5. Ethical Guidelines Review (250 points)

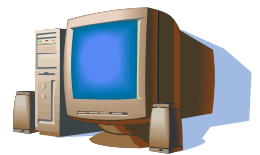
6. Response to Ethical Dilemmas (200 points)
7. Group Project (200 points)



### OTHER INFORMATION:

#### 8. Technology Requirements

As part of the counseling graduate program, all students **MUST** have access to a computer and will be required to conduct online assignments using the appropriate technology. No exceptions will be made. Students can access computer labs at various locations on campus. Access to Desire2Learn will be required for this course. I will use your MTSU email address for communications. Please check your MTSU email on a regular basis. If you have problems accessing your email accounts, including operating Desire2Learn, contact the HELP DESK at 615.898.5345.



#### 9. Academic Honesty



It is expected that all work you complete for this course is your own. You are expected to include appropriate citations (when applicable) in all of your work for this course. The University policy for academic misconduct will be followed. Academic misconduct includes the following behaviors: plagiarism, cheating, fabrication, or facilitating any such act. The following definitions apply:

- **Plagiarism** – the adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper acknowledgement.
- **Cheating** – using or attempting to use unauthorized materials, information, or study aids in any

academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.

- **Fabrication** – unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitation** – helping or attempting to help another to violate a provision of the institutional code of academic misconduct.

## 10. Confidentiality

Being involved in class discussion and small groups usually entails some amount of personal self-disclosure. Because of the nature of vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information others have shared is a breach of confidentiality and is unethical. If you would like to share with others regarding your experiences, please reveal only your own reactions and understandings, and avoid using names or identifying features of your classmates. It is expected that any person participating in a demonstration, role play, or group activity will have their confidentiality respected.



## 11. MTSU Professional Counseling Program Dispositions

Students in the Professional Counseling Program are required to demonstrate program Dispositions (being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions may be communicated to program faculty to be used as a component of the faculty's continuous evaluation of student progress. (See Professional Counseling Program Handbook at <http://www.mtsu.edu/~psych/counsel.htm> for details).

**If you have a disability that may require assistance or accommodations, or if you have any questions related to any accommodation for testing, note taking, reading, etc., please speak with me as soon as possible. You may also contact the Office of Disabled Services (615.898.2783) with any questions about such services.**

### In class etiquette

**Please make sure that all cell phones and pagers are turned off or volume down during class! Please do not answer phone or text message during class. Use only in case of emergencies.**



**Please do not use laptop computers for any purpose other than class participation. If I determine you are using the computer inappropriately (e.g., Facebook, etc.), you will lose points for participation and potentially lose a letter grade in the course. Thank you!**



