

## Ethical and Legal Issues in Counseling

### COUC-501

Fall D 2019 Section D04 10/21/2019 to 12/13/2019 Modified 10/18/2019

### Contact Information

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### Course Description

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This course introduces students to concepts regarding ethical and legal issues encountered by licensed professional counselors and marriage and family therapists, including ethical principles, professional codes of ethics, identifying and resolving ethical dilemmas, ethical decision-making models, and legalities of the profession. Current issues in therapeutic practice in a variety of professional settings are explored.

#### Requisites

##### Prerequisite

None

### Rationale

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Developing excellence in the field of professional counseling requires a thorough understanding of current professional, ethical, and legal issues related to counselors functioning in a variety of settings. A focus on learning how to systematically evaluate ethical issues from both a biblical and clinical perspective is critical and will enable the student to develop a solid foundation for facing the complex and challenging ethical issues that await him/her in the field of counseling.

*Method of Instruction:* This 8 week course is delivered in an online format, with *Blackboard®* as the primary instructional delivery method. Students complete one module per week over the duration of the course.

### Measurable Learning Outcomes

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

- A. Describe the main ethical and legal issues involved in professional counseling.
- B. Compare and contrast the relevant ethics codes of professional organizations and credentialing bodies.
- C. Differentiate the counselor's roles and responsibilities as a member of an interdisciplinary emergency management response team in a variety of settings.
- D. Identify the role of the counselor in advocating for the profession and in addressing institutional and social barriers that hinder the client's access to mental health care.
- E. Apply the counseling and state board ethics codes to common clinical situations.
- F. Identify signs of counselor impairment and develop a personal plan of counselor wellness.
- G. Identify models and ethics of counseling supervision and consultation.
- H. Identify ethical methods of spiritual integration within the counseling setting.

Common Core Courses Matrix of Student Competencies

*F1. Professional Counseling Orientation And Ethical Practice*

| CACREP Standard   | Course/Experience – Evidence   |
|---|--|
| F.1.a. history and philosophy of the counseling profession and its specialty areas  | Quiz Ch. 1–2,  |
| F.1.b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation | Quiz Ch. 1-2; Ch. 13;  |
| F.1.c. counselors’ roles & responsibilities as members of an interdisciplinary community outreach and emergency management response teams   | Quiz Ch. 1-2, 13   |
| F.1.d. the role and process of the professional counselor advocating on behalf of the profession  | Quiz Ch. 2-3   |
| F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients   | Quiz Ch. 1-3   |
| F.1.f. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues   | Quiz Ch. 1, 2, Discussion Board 1  |
| F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.  | Quiz Ch. 1, 2, Discussion Board 1  |
| F.1.h. current labor market information relevant to opportunities for practice within the counseling profession   | Quiz Ch. 1-2   |
| F.1.i. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.   | Reaction Paper, Ethical Minute Papers 1-2; Discussion Board: Child Neglect/Abuse, Discussion Board Forum 1-4 |
| F.1.j. technology’s impact on the counseling profession   | Quiz Ch 10; Quiz Ch. 10; Ethical Decision-Making Paper   |
| F.1.k. strategies for personal and professional self-evaluation and implications for practice   | Quiz Ch 1, 4,7<br>-  |

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|--|--|
| F.1.i. self-care strategies appropriate to the counselor role  | Quiz Ch. 7; Ethical Decision-Making Paper; Discussion Board Forum 1-4.   |
| F.1.m. the role of counseling supervision in the profession  | Quiz Ch 15   |
| <i>F.2 Social and Cultural Diversity</i>   |  |
| F.2.a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally   | Quiz Ch 3, Reaction Paper  |
| F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others                  | Quiz Ch. 2-3;  |
| F. 2.g. the impact of spiritual beliefs on clients' and counselors' worldviews   | Quiz 3; Reaction Paper.  |
| F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination | Quiz 3; Reaction Paper.  |
| <i>F.5 Counseling and Helping Relationships</i>  |  |
| F.5.b. a systems approach to conceptualizing clients   | Quiz Ch. 9 ( <i>Counseling Children/Vulnerable Adults</i> ); Quiz Ch. 10 ( <i>Counseling Families and Groups</i> ); Discussion Board: Child Neglect/ Abuse |
| F.5.c. theories, models, and strategies for understanding and practicing consultation  | Quiz Ch. 14 ( <i>Supervision and Consultation</i> ).   |

### Evidence of Student Competencies: Clinical Mental Health Counseling

| CACREP Standard  | Course/Experience – Evidence |
|--|------------------------------|
| <b>CMHC FOUNDATIONS</b>  |                              |
| CMHC 1.a. history and development of clinical mental health counseling | Quiz Ch. 1-3                 |
| <b>CMCH CONTEXTUAL DIMENSIONS</b>                                      |                              |
| CMHC 2.a. roles and settings of clinical mental health counselors      | Quiz Ch. 12                  |

|   |                       |
|---|-----------------------|
| CMHC 2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. | Quiz 2 – Ch. 2        |
| CMHC 2.l. A.2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling       | Ethical Dilemma Paper |
| CMHC 2.m. record-keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.         | Quizzes Ch. 6         |
| <b>CMCH PRACTICE</b>  |                       |
| CMHC 3.c. strategies for interfacing with the legal system regarding court-referred clients   | Quizzes Ch. 6         |

## Course Resources

### Required Resource Purchases

Liberty University Custom: Remley, T.P., & Herlihy, B.P. (2016). *Ethical, legal, and professional issues in counseling* (Custom 5th ed.). Boston, MA: Pearson.

(This required resource has been provided in this course as an e-book). However, if the student prefers a physical copy of the book, he or she may purchase it through the [Liberty University Online bookstore](http://bookstore.mbsdirect.net/liberty.htm), (<http://bookstore.mbsdirect.net/liberty.htm>) MBS Direct. The purchase of the physical copy of the textbook is optional.

Sanders, R. K. (2013). *Christian counseling ethics: A handbook for psychologists, therapists and pastors* (2nd ed.). Downers Grove, IL: IVP Academic. ISBN: 9780830839940.

[www.Tevera.com](http://www.Tevera.com) (<http://www.Tevera.com>) membership: This is a website for portfolio development and the submission of major course assignments. A one-time purchase is required for all students in the School Counseling program. ISBN: 9780692906521.

*Disclaimer: The above resources provide information consistent with that required by state licensing boards in the class subject area. Liberty University does not necessarily endorse specific religious, philosophical, or political positions found in these resources.*

### Recommended Resources

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

Liberty University Custom: Remley, T. P., & Herlihy, B. P. (2016). *Ethical, legal, and professional issues in counseling* (Custom 5th ed.). Boston, MA: Pearson.

(This required resource has been provided in this course as an e-book). However, if the student prefers a physical copy of the book, he or she may purchase it through the Liberty University Online bookstore, MBS Direct. The purchase of the physical copy of the textbook is optional.

### Additional Materials for Learning

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support) ([https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support))

## ☰ Course Assignments

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### Textbook readings and lecture presentations

#### Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

#### Discussion Board Forums (2)

Discussion boards are collaborative learning experiences in which both the student and the instructor interact to bring more content and learning to the experience.

For Discussion Board assignments, the student will create a thread in response to the provided prompt for each forum. Each thread must be 350–400 words and demonstrate course-related knowledge. The assertions for each thread must be supported with at least 1 outside scholarly source cited in current APA format. In addition to the thread, the student will write 1 reply to the instructor and 1 reply to the classmate’s thread. Each reply must be supported with at least 1 scholarly source cited in current APA format. Each reply must be 150–200 words.

#### Video Forums (2)

For Video Forum assignments, the student will create and upload a 3-5 minute video in response to the prompt. Each video must demonstrate course-related knowledge and assertions, and must be supported by at least one outside scholarly resource. The student will reply in a 2-3 minute video to the instructor and at least one peer. Replies must be supported by at least 1 scholarly resource.

#### Reaction Paper (ASSESSMENT BENCHMARK)

The student will write a 3–6-page paper in response to the assigned readings. The paper must be in current APA format.

#### Ethical Minute Papers (2)

The student will view the ethical minute segments that discuss relevant topics to the counseling field. After watching the presentations in the assigned modules/weeks, the student will write a 1–2-page paper. The paper must include at least 2 references and be in current APA format.

#### Ethical Decision Making Paper (ASSESSMENT BENCHMARK)

The student will review the ACA ethical decision-making model and apply it to a case. The paper must be 6–9 pages, be in current APA format, and include at least 6 references. This assignment will be submitted via SafeAssign and Tevera.

#### Quizzes (16)

There are 16 quizzes that cover the Reading & Study material for each assigned module/week. Each quiz consists of 10 multiple-choice questions. Each quiz will have a time limit of 20 minutes and will be open-book/open-notes.

## ✓ Course Grading

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|--|-----|
| Course Requirements Checklist              | 10  |
| Discussion Board Forums (2 at 100 pts ea)* | 200 |

|  |             |
|--|-------------|
| Video Forums (2 at 100 pts ea)         | 200         |
| Reaction Paper*                        | 80          |
| Ethical Minute Papers (2 at 80 pts ea) | 160         |
| Ethical Decision Making Paper*         | 200         |
| Quizzes (16 at 10 pts ea)              | 160         |
| <b>Total</b>                           | <b>1010</b> |
| <b>*ASSESSMENT BENCHMARK</b>           |             |

## \* Course Policies

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### **Tevera Submission Policy**

All Tevera assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to Tevera in order for the student to receive credit for them.

### **Professional Communication**

Please be professional in your email communication. We live in a fast-paced world with text messaging which encourages short and abbreviated communication. However, since you are in a counseling program, you are encouraged and expected to use full sentences and good grammar when communicating with other students and faculty. It is also an expectation that your electronic communication is pleasing to God. Being courteous and polite to peers and professors demonstrates dignity and respect, "And as you wish that others would do to you, do so to them" (Luke 6:31, ESV).

### **Dual Relationship**

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

### **Limits of Confidentiality**

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

### **Instructor Feedback and Response Time**

Responses to student emails will be provided within 24-36 hours and assignment feedback will be given within 1 week from the assignment due date.

### **Quality Matters Seal of Approval**

This certification mark recognizes that this course met Quality Matters Review Standards.

Quality Matters (QM) is a non-profit organization committed to quality assurance in Online Education. Courses that have received the QM Seal of Approval have passed rigorous reviews by Quality Matters evaluators and maintain their approval for five years.

## Policies

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### Late Assignment Policy

Course Assignments, including discussion boards, exams, and other graded assignments, should be submitted on time.

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week after the due date will receive a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Group projects, including group discussion board threads and/or replies, and assignments will not be accepted after the due date.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

### Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Online Office of Disability Accommodation Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) for accommodations. Such accommodations require appropriate documentation of your condition. For more information about ODAS and the accommodations process, including how to request an accommodation, please visit <https://www.liberty.edu/odas/>. Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf) ([https://www.liberty.edu/media/1226/Liberty\\_University\\_Discrimination\\_Harassment\\_and\\_Sexual\\_Misconduct\\_Policy.pdf](https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf)) or the [Student Disability Grievance Policy and Procedures](http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf) ([http://www.liberty.edu/media/8021/Disability\\_Grievance\\_Procedures.pdf](http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf)).

### Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion board posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the attendance policy can be found in the [Academic Course Catalogs](#). Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion board post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" ([Failure for Non-Attendance](https://wiki.os.liberty.edu/display/IE/Online+Attendance+and+Non-Attendance) (<https://wiki.os.liberty.edu/display/IE/Online+Attendance+and+Non-Attendance>)). Students wishing to withdraw from courses after the official start date should familiarize themselves with the [withdrawal policy](#).

### Grading Scale

|   |    |    |   |    |    |   |    |    |   |    |   |
|---|----|----|---|----|----|---|----|----|---|----|---|
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
|---|----|----|---|----|----|---|----|----|---|----|---|

|          |         |         |         |         |         |         |         |         |         |         |               |
|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------------|
| 940-1010 | 920-939 | 900-919 | 860-899 | 840-859 | 820-839 | 780-819 | 760-779 | 740-759 | 700-739 | 680-699 | 679 and below |
|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------------|

For courses with a Pass/NP final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a Passing final grade.

## Add/Drop Policy

The full policy statement and procedures are published in the [Policy Directory \(https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes\)](https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes).

## Honor Code

Liberty University comprises a network of students, Alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety at <https://www.liberty.edu/studentaffairs/index.cfm?PID=38141>.

## Schedule

### COUC 501

Textbooks: Remley & Herlihy, *Ethical, Legal, and Professional Issues in Counseling* (2016).

Sanders, *Christian Counseling Ethics* (2013).

| Module/Week | Reading & Study            | Assignments                   | Points |
|-------------|----------------------------|-------------------------------|--------|
| 1           | Remley & Herlihy: chs. 1–2 | Course Requirements Checklist | 10     |
|             | Sanders: chs. 1–2          |                               | 0      |
|             | 1 presentation             | Class Introductions           | 100    |
|             | 1 website                  | DB Forum 1                    | 10     |
|             |                            | Quiz 1                        | 10     |
|             |                            | Quiz 2                        |        |



|              |                              |                               |             |
|--------------|------------------------------|-------------------------------|-------------|
| 2            | Remley & Herlihy: chs. 3, 16 | Reaction Paper                | 80          |
|              | Sanders: chs. 9–10, 12       | Quiz 3                        | 10          |
|              | 1 presentation               | Quiz 4                        | 10          |
|              | 1 website                    |                               |             |
| 3            | Remley & Herlihy: chs. 4, 15 | Video Forum 1                 | 100         |
|              | Sanders: chs. 3–4            | Quiz 5                        | 10          |
|              | 1 presentation               | Quiz 6                        | 10          |
|              | 1 website                    |                               |             |
| 4            | Remley & Herlihy: chs. 5, 14 | Ethical Minute Paper 1        | 80          |
|              | Sanders: ch. 20              | Quiz 7                        | 10          |
|              | 1 presentation               | Quiz 8                        | 10          |
|              | 1 website                    |                               |             |
| 5            | Remley & Herlihy: chs. 6, 13 | Ethical Minute Paper 2        | 80          |
|              | Sanders: ch. 13              | Quiz 9                        | 10          |
|              | 1 presentation               | Quiz 10                       | 10          |
|              | 2 websites                   |                               |             |
| 6            | Remley & Herlihy: chs. 7, 10 | Video Forum 2                 | 100         |
|              | 2 websites                   | Quiz 11                       | 10          |
|              |                              | Quiz 12                       | 10          |
| 7            | Remley & Herlihy: chs. 8–9   | Ethical Decision Making Paper | 200         |
|              | Sanders: chs. 7–8            | Quiz 15                       | 10          |
|              | 2 websites                   | Quiz 16                       | 10          |
| 8            | Remley & Herlihy: chs. 11–12 | Class Wrap Up                 | 0           |
|              |                              | DB Forum 2                    | 100         |
|              | Sanders: chs. 5–6            | Quiz 13                       | 10          |
|              | 1 presentation               | Quiz 14                       | 10          |
|              | 2 websites                   |                               |             |
| <b>Total</b> |                              |                               | <b>1010</b> |

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on Friday.