



**LAW AND ETHICS IN COUNSELING: COUN 6063**  
**Spring Semester**  
**Three Credit Hours**

*Thank you for setting a great example for our students. Your commitment to following mask mandate and social distancing guidelines has played a significant role in the reduction of the spread of the COVID virus at ULM.*

*Due to present circumstances, ULM students, employees, and guests should continue to follow current CDC guidelines by requiring masking and social distancing in all classrooms and buildings throughout campus.*

*Everyone is encouraged to take advantage of frequent handwashing, available hand sanitizer, masks, and testing opportunities.*

*As this is an ever-changing situation, please continue to monitor university communication. For more information click [here](#).*

**I. CONTACT INFORMATION**

**Instructor: Michelle Dobson, PhD, LPC, RPT**

**Phone number: 239-770-4829**

**Email address: [dobson@ulm.edu](mailto:dobson@ulm.edu)**

**Office location: online Zoom**

**Office hours: As requested and individually scheduled**

**Preferred mode of communication with instructor: Email/Text**

**Preferred mode of communication with other students: Email**

**Webpage link: <https://moodle.ulm.edu>**

**Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).**

**II. COURSE DESCRIPTION**

A study of the legal, ethical, and professional concerns in the practice of counseling;  
100% online

### III. COURSE PREREQUISITES

NONE

### IV. Course Objectives

<b>Objectives</b>	<b>CACREP Standards</b>
<b>This course is designed to enable the student to:</b>	
Explore ethical issues related to counseling	
Explore legal issues related to counseling	
Explore morality and value systems as it relates to counseling	
Explore cultural dimensions related to the ethical, legal, moral, and values systems as it relates to counseling	
Integrate and synthesize the ethical, legal, moral, values, and cultural dimensions as it relates to counseling	
Learn about and apply ethical decision-making models to ethical dilemmas	
Compare and contrast ACA ethics with other mental health professions' ethical standards	
<b>Students will learn the following CACREP standards:</b>	
	<b>Core 2.F.</b>
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	1.i
the role of counseling supervision in the profession	1.m
	<b>CMHC 5.C.</b>
legal and ethical considerations specific to clinical mental health counseling	2.1
	<b>Addiction 5.A.</b>
legal and ethical considerations specific to addiction counseling	2.1

### V. COURSE TOPICS

- Introduction to Ethics and Law
- Ethical Codes and Licensing Specialties
- Values in Counseling
- Ethical Decision Making
- Ethical Principles
- Ethical Standards
- Privacy, Confidentiality, and Privileged Communication
- Informed Consent
- Roles and Relationships with Clients
- Professional Responsibility
- Counselor Competency
- Ethical Climate/Office and Administrative Practices

Syllabus and schedule are subject to change.

- Technology in the Practice of Counseling
- Multicultural/Diversity Competency and Counseling
- Counselor Education, Supervision, and Consultation

## VI. INSTRUCTIONAL METHODS AND ACTIVITIES

### 1. Moodle Posts (300 points; 30x10)

Each week there will be two Moodle post discussion questions. Initial posts are due on Wednesday (DQ1) and Friday (DQ2). A minimum of two responses to other learners' posts are due each week by Sunday evening for each discussion question or DQ.

Each Moodle post requires a minimum of 250 words. Responses to other learners require a minimum of 50 words. ***Both initial posts and responses need to be fully supported with scholarly sources.*** The point of the Moodle posts is to foster a discussion between students. Each original post is worth 6 points, the responses are worth 2 each for a total of 10 points per discussion question. NOTE: Please post two responses for EACH question – NOT two responses for the whole week.

Students have the option to record one of the initial posts each week as a group discussion (2-4 students) using Zoom (must be a minimum of 30 minutes of discussion); students will also have the option of using a video response to others' posts using Zoom for this discussion each week (must be a minimum of 3 minutes). ***Note: Only the Discussion Question with "Zoom Optional" listed is available for this option.***

### 2. Media Analysis in Moodle (100 total)

Week 3 you will watch one movie in which a mental health professional (counselor, psychologist, social worker, psychiatrist, etc.) is portrayed OR watch one television program or reality show in which a mental health professional (counselor, psychologist, social worker, psychiatrist, etc.) is portrayed.

Submit a paper (600 word minimum): Name of the program, the type of professional portrayed, and whether in the professional acts ethically or unethically. List examples of ethical and unethical behaviors. As part of the assessment, reference the ethical code for your counseling program to support your arguments (ethical or unethical). The ACA Code of Ethics is found on <http://www.counseling.org>. The ASCA ethical standards are found at <https://www.schoolcounselor.org>. Discuss how you would have handled ONE specific situation differently from the show you watched. If you agree with the way a situation was handled ethically, discuss why. Use reasoning and scholarly sources to support your argument. ***Use a minimum of 3 scholarly sources (including but not limited to the course text and the ethical code).*** What is your reaction to the way counselors are portrayed in media?

***Use APA Style and Formatting.***

### 3. Informed Consent (100 total)

Go to <https://kspope.com/consent/index.php> and review the resources available.

Develop a basic informed consent for starting counseling with a new client. Address *all necessary information* including limits of confidentiality and privileged communication. Apply any applicable peer recommendations to the informed consent and submit in the assignment area.

**4. Ethical Dilemma Research Paper (Key Performance Indicator) (200 points)**

Create an ethical dilemma and write a research paper discussing the process of ethical decision-making and resolution. Discuss all aspects of this dilemma in detail, including but not limited to cultural issues, counselor values, interorganizational collaboration, and advocacy. Provide ethical codes *specific to your enrolled counselor program*. Discuss steps taken in the ethical decision-making model used to address the dilemma. Discuss all legal issues connected to the ethical dilemma. Provide rationale for resolution of the dilemma. Minimum of 6 pages, double-spaced, not including the title page and references. Minimum of 4 scholarly sources beyond the course material. APA style and formatting required. Follow Rubric Guidelines as outlined below.

**\*\*\*Note: Please email instructor by week 11 to have your dilemma approved before writing the paper.**

**VII. EVALUATION AND GRADE ASSIGNMENT**

***A total of 700 points are available for this course:***

300 weekly Moodle posts and responses (300 points; 30x10)  
200 **Ethical Dilemma Research Paper (Capstone project)**  
100 Media Analysis  
100 Informed Consent

Grades will be assigned as follows:

A = 100-90% (630+ points)  
B = 89 – 80% (560-629 points)  
C = 79 –70% (490-559 points)  
D = 69 – 60% (420-489 points)  
F = 59-0% (0-419 points)

**VIII. CLASS POLICIES AND PROCEDURES**

At a minimum, all policies stated in the current ULM Student Policy Manual & Organizational Handbook should be followed (see [catalog.ulm.edu/index.php?catoid=24](http://catalog.ulm.edu/index.php?catoid=24)). Additional class policies include:

**A. Textbook(s) and Materials:**

**Required:**

Pope, K. & Vasquez, M. (2016). *Ethics in Psychotherapy and Counseling: A Practical Guide. 5th ed.* Hoboken, NJ: John Wiley & Sons, Inc.  
ISBN 978-1-119-19544-3

Cottone, R. & Tarvydas, V. (2016). *Ethics and Decision Making in Counseling and Psychotherapy*. 4th ed. New York, NY: Springer Publishing Company, LLC ISBN 978-0-8261-7171-9

**Additional Materials Provided by Instructor:**

Glass, L. L. (2003). The Gray Areas of Boundary Crossings and Violations. *American Journal of Psychotherapy*, 57(4), 429–444.

O'Connor, P. (2019). Power in the Counseling Relationship: The Role of Ignorance. *Journal of Human Services: Training, Research, and Practice*, 4(2), 3.

Glosoff, H. L., Herlihy, B., & Spence, E. B. (2000). Privileged communication in the counselor-client relationship. *Journal of Counseling & Development*, 78(4), 454-462.

Miller, B. J., & Springer, P. (2020). Ethics-Based Training for Clinicians: Moving Beyond Ethical Decision Making Models. *Contemporary Family Therapy*, 42(4), 370-380.

Aravind, V. K., Krishnam, V. D., & Thasneem, Z. (2012). Boundary crossings and violations in clinical settings. *Indian journal of psychological medicine*, 34(1), 21–24.

**Recommended:**

American Psychological Association. (2020). *Publication manual*. (7th ed.). Washington, DC

- B. Attendance Policy:** This is an online class so Moodle assignments are required weekly and students are required to check their ULM e-mails daily.
- C. Make-up Policy:** There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)
- D. Academic Integrity:** Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.
- E. Course Evaluation Policy:** At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.
- F. Student Services:** Information about ULM student services, such as Student Success Center ([www.ulm.edu/studentsuccess/](http://www.ulm.edu/studentsuccess/)), Counseling Center ([www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)), Special Needs ([www.ulm.edu/counselingcenter/special.htm](http://www.ulm.edu/counselingcenter/special.htm)), and Student Health Services, is available at the following Student Services website [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/).

Syllabus and schedule are subject to change.

**G. Emergency Procedures:** (N/A for online courses.)

**H. Discipline/Course Specific Policies:** Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

**Graded and emailing:** Instructor will have assignments graded within 7 days after the due date. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

**Late Policy:** No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

**Student Services:** The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

**Information about ULM student services can be found via these links:**

Student Success Center [www.ulm.edu/studentssuccess](http://www.ulm.edu/studentssuccess)

Counseling Center [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)

Special Needs at [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/)

Library [www.ulm.edu/library/reference.html](http://www.ulm.edu/library/reference.html)

Computing Center Help Desk [www.ulm.edu/computingcenter/helpdesk](http://www.ulm.edu/computingcenter/helpdesk)

Current college's policies on serving students with disabilities can be obtained on the ULM website: [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone: [318-342-5220](tel:318-342-5220)

Fax: [318-342-5228](tel:318-342-5228)

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: [318-342-5220](tel:318-342-5220)

The Marriage & Family Therapy and Counseling Clinic: [318-342-5678](tel:318-342-5678)

Syllabus and schedule are subject to change.

Remember that all services are offered free to students, and all are strictly confidential.

*If you have special needs that I need to be made aware of, you should contact me within the first two days of class.*

**Sexual Harassment or Gender-Based Discrimination:**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at [318-342-1004](tel:318-342-1004); you may also file a complaint online, 24 hours a day, at: [www.ulm.edu/titleix](http://www.ulm.edu/titleix)

**How to use Moodle:**

[Moodle Training Guide](#) (PDF)

[Moodle Training Tutorial](#) (video)

[Moodle Training Manual](#) (PDF)

[Moodle Training Guide](#) (PDF)

**Tentative Calendar/Student Expectations & Outcomes**

<b>WEEK starting date</b>	<b>Chapter Assignments in Ethics and Decision Making in Counseling and Psychotherapy</b>	<b>Assignments Due in Addition to Moodle Posts</b>
<b>Week 1: January 10</b>	1 Introduction to Ethics and Law	
<b>Week 2: January 17</b>	2 Ethical Codes and Licensing Specialties	
<b>Week 3: January 24</b>	3 Values in Counseling	<b>Media Analysis Movie/TV Due January 30</b>
<b>Week 4: January 31</b>	4 Ethical Decision Making	
<b>Week 5: February 7</b>	5 Ethical Principles	
<b>Week 6: February 14</b>	6 Ethical Standards	
<b>Week 7: February 21</b>	7 Privacy, Confidentiality, and Privileged Communication	
<b>Week 8: February 28</b>	8 Informed Consent	<b>Informed Consent due March 6</b>

Syllabus and schedule are subject to change.

<b>Week 9: March 7</b>	9 Roles and Relationships with Clients	
<b>Week 10: March 14</b>	10 Professional Responsibility	
<b>Week 11: March 21</b>	11 Counselor Competency	<b>Email Instructor for approval of ethical dilemma for final paper</b>
<b>Week 12: March 28</b>	12 Ethical Climate/Office and Administrative Practices	
<b>Week 13: April 4</b>	13 Technology in the Practice of Counseling	
<b>Week 14: April 11/25</b>	14 Multicultural/Diversity Competency and Counseling	<b>Spring Break April 15 to April 22</b>
<b>Week 15: April 25</b>	15 Counselor Education, Supervision, and Consultation	<b>Ethical Dilemma Research Paper (Capstone project) – Due MAY 1st</b>



## Ethical Dilemma Paper in COUN 6063 Grading Rubric

Pass: as evidenced by receiving a performance level of a 3 on a 5 point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Note: Ratings of 3 or above indicate performing well for student's stage of development.

### Assignment Specific Requirements and Professional Identity CACREP Standards

<i>Assignment Specific</i>	<b>Description</b>	<b>Performance Level 1-5</b>
	Discusses dilemma utilizing ACA Code of Ethics and State Code of Ethics <b>(All)</b>	
	Discusses dilemma utilizing ASCA Code of Ethics <b>(SC)</b>	
	Discusses dilemma utilizing Federal Education Laws <b>(SC)</b>	
	Discusses dilemma utilizing State Education Laws <b>(SC)</b>	
<b>CACREP Standard</b>	<b>Description</b>	
II.F.1.d	the role and process of the professional counselor advocating on behalf of the profession	
II.F.1.e	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for client	
II.F.1.g	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issue	
II.F.1.i	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	
II.F.2.b	theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	
II.F.2.d	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	
II.F.2.h	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	
II.F.7.m	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	
II.F.8.j	ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	

**Clinical Mental Health Counseling CACREP Standards (For CMHC Students Only)**

<b>CACREP Standard</b>	<b>Description</b>	<b>Performance Level 1-5</b>
2.i	legislation and government policy relevant to clinical mental health counseling	
2.k	professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	
2.l	legal and ethical considerations specific to clinical mental health counseling	
3.c	strategies for interfacing with the legal system regarding court-referred clients	
3.e	strategies to advocate for persons with mental health issues	
5.a	legal and ethical considerations specific to addiction counseling	

**School Counseling CACREP Standards (For SC Students Only)**

<b>CACREP Standard</b>	<b>Description</b>	<b>Performance Level 1-5</b>
2.l	professional organizations, preparation standards, and credentials relevant to the practice of school counseling	
2.m	legislation and government policy relevant to school counseling.	
2.n	legal and ethical considerations specific to school counseling	

		<b>Performance Level 1-5</b>
<b>Average</b>	(i.e., total scores divided by number of requirements/standards)	
<b>Percentage</b>	(i.e., an average performance level of 3.5 will be $3.5/5 = 70\%$ )	