



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

**CONTACT INFORMATION**

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

**Phone number: *(text preferred)***

**Email address: *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://Canvas.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).**

**COURSE DESCRIPTION**

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

**COURSE PREREQUISITES**

**NONE**

**Commitment to Diversity and Accommodations**

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

Syllabus and schedule are subject to change.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

**Special circumstances.** Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that retroactive accommodation will be decided on a case-by-case basis.

## **Course Content, Objective, CACREP Standards, and KPI**

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### **Content Areas**

**This course is designed to enable the student to:**

- 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

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### **Objectives**

**Program Objective related to CACREP Core 3.A. Professional Counseling Orientation and Ethical Practice and CMHC 5.C.**

Students will apply ethical practices and principles in the practice of counseling related to their concentration that will be measured at two points in time with a success rate at or above 70%.

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Students will demonstrate content knowledge related to the Clinical Mental Health Counseling concentration that will be measured at two points in time with a success rate of 70% or higher.

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## **CACREP Standards**

<b>From the objectives above, students will learn the following CACREP standards and some will be evaluated for the KPI #1 for the Core 3.A.</b>	<b>Standards Core</b>
current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession	3.A.9
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	3.A.10
	<b>CMHC</b>
strategies for interfacing with the legal system regarding court-referred clients	5.C.6

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## **COURSE TOPICS**

- Introduction to Ethics and Law
- Values in Counseling
- Ethical Principles
- Ethical Standards
- Privacy, Confidentiality, and Privileged Communication
- Informed Consent / Roles and Relationships with Clients
- Professional Responsibility / Counselor Competency
- Ethical Decision Making
- Legal System and Court Ordered Clients
- Occupational Outlook / Practice Options /Ethical Codes / Licensing Specialties
- Multicultural/Diversity Competency and Counseling
- Ethical Climate/Office and Administrative Practices
- Technology in the Practice of Counseling
- Counselor Education, Supervision, and Consultation

## **Instructional Methods**

The primary methods of instruction for this course come from an asynchronous format that utilizes weekly recorded lectures and assigned readings. Students are required to engage in a discussion board through an asynchronous format. Asynchronously, students have the option to submit written posts and responses or create recorded video discussions in groups using Zoom. Synchronously, students can participate in a live discussion board one to two times during the semester, where they can interact with the professor and other students over Zoom.

Syllabus and schedule are subject to change.

# Student Performance Evaluation: Criteria and Procedures

## 1. Canvas Posts (280 points; 28x10)

Each week there will be two Canvas post discussion questions. Initial posts are due on **Fridays by 11:59p**. A minimum of two responses to other learners' posts are due each week by the following Monday evening for each discussion question or DQ.

Each Canvas post requires a minimum of 200 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 Canvas 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 initial posts each week as a group discussion (2-4 students) using Zoom (must be a minimum of 20 minutes of discussion. This covers both the initial post and responses to other learners. Each participant must post a working video link to the discussion and include references in support. Other learners may respond to the video (in written or video format) for response credit. **EXCEPTIONS:** be advised some discussions are not available for Zoom Groups.

## 2. Professional Identity Development:

### **OPTIONAL BUT ENCOURAGED!**

10 Bonus Points available for each of the following optional opportunities:

1. **Join the American Counseling Association** (student membership). Submit proof of membership to this forum.

<https://www.counseling.org/membership/join-renew>

2. **Subscribe to and engage in a LISTSERV** with other counseling graduate students to communicate with other students about classes, internships, papers, and ideas about the profession. Share your experience with the listserv to this forum. A recommended Listserv is:

<https://lists.osu.edu/mailman/listinfo/counsgrads>

3. **Register for and attend a counseling webinar or training.** One recommended site is:

<https://www.hpsso.com/Resources>

The ACA website also has additional webinars and training available for members.

**ALL BONUS POINTS WILL BE APPLIED AT THE END OF THE COURSE**

## 3. Media Analysis in Canvas / Week 4 (100 total)

***Watch one movie OR 2-3 episodes of a television show in which a mental health professional (counselor, school counselor, psychologist, social worker, psychiatrist, etc.) is portrayed. Submit a review in 300-500 words with the following:***

Syllabus and schedule are subject to change.

- I. Name of the movie or program*
- II. Type of professional portrayed*
- III. List at least 3-4 professional behaviors which demonstrate ethical and unethical behaviors.*
- IV. Reference the ACA Code of Ethics to support your arguments (ethical or unethical).*
- V. Reference the ethical code for the specific mental health professional portrayed in the media (if not a counselor) in addition to the ACA standards.*
- VI. Discuss how you would have handled ONE specific situation differently and what ethical standard applies.*
- VII. Use APA style and formatting.*

#### **4. Informed Consent / Week 6 (100 total)**

Go to <https://kspepe.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.

#### **5. Ethical Dilemma Summary / Week 10 (20 points)**

Write a 30–50-word summary of the ethical dilemma you plan to use for your final research paper.

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

Using the ethical dilemma summarized in week 10, 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 from both the ACA Code of Ethics (2014) AND any other code of ethics** which would be appropriate (ASCA Ethical Standards for School Counselors, AAMFT Code of Ethics, etc.) **Discuss steps taken in the ethical decision-making model** used to address the dilemma. Discuss all legal issues connected to the ethical dilemma (state if there are none). **Provide rationale for resolution of the dilemma.** Minimum of 6 pages (Maximum of 12 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 in the Syllabus and attached file. This project will serve as the Key Performance Indicator #1 for the CACREP Standards 5.A. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus

## EVALUATION AND GRADE ASSIGNMENT

*A total of 800 points are available for this course:*

280 weekly Canvas posts and responses (280 points; 28x10)  
200 **Ethical Dilemma Research Paper (Capstone project)**  
100 Media Analysis  
100 Informed Consent  
100 Professional Disclosure Statement  
20 Ethical Dilemma Summary

Grades will be assigned as follows:

A = 100-90% (720+ points)

B = 89 – 80% (640-719 points)

C = 79 –70% (560-639 points)

D = 69 – 60% (480-559 points)

F = 59-0% (0-479 points)

## 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:

Cottone, R. R., Tarvydas, V. M., & Hartley, M. T. (2022). *Ethics and decision making in counseling and psychotherapy* (5th ed.). Springer Publishing Company. ISBN: 9780826135285 eBook ISBN: 9780826135292

Pope, K. S., Vasquez, M. J. T., Chavez-Dueñas, N. Y., & Adames, H. Y. (2021). *Ethics in psychotherapy and counseling: A practical guide* (6th ed.). John Wiley & Sons, Inc. ISBN 1119804299, 9781119804291

#### Additional Materials Provided by Instructor:

American Counseling Association. (2014). ACA code of ethics. Alexandria, VA

Aravind, V. K., Krishnaram, V. D., & Thasneem, Z. (2012). Boundary crossings and violations in clinical settings. *Indian journal of psychological medicine*, 34(1), 21–24. <https://doi.org/10.4103/0253-7176.96151>

Boldrini, T., Schiano Lomoriello, A., Del Corno, F., Lingiardi, V., & Salcuni, S. (2020). Psychotherapy during COVID-19: How the clinical practice of Italian

- psychotherapists changed during the pandemic. *Frontiers in psychology*, 11, 591170.
- Callahan, J. L., Love, P. K., & Watkins Jr, C. E. (2019). Supervisee perspectives on supervision processes: An introduction to the special issue. *Training and Education in Professional Psychology*, 13(3), 153.
- Christian, D. D., & Brown, C. L. (2018). Recommendations for the role and responsibilities of school-based mental health counselors. *Journal of School-Based Counseling Policy and Evaluation*, 1(1), 26-39.
- Cook, R. M., Welfare, L. E., & Romero, D. E. (2018). Counselor-in-Training Intentional Nondisclosure in Onsite Supervision: A Content Analysis. *Professional Counselor*, 8(2), 115-130.
- Department of Health, Education, and Welfare, & National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research (1979). The Belmont Report. Ethical principles and guidelines for the protection of human subjects of research.  
<https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html>
- Glass, L. L. (2003). The Gray Areas of Boundary Crossings and Violations. *American Journal of Psychotherapy*, 57(4), 429–444.
- Glosoff, H. L., Herlihy, B., & Spence, E. B. (2000). Privileged communication in the counselor-client relationship. *Journal of Counseling & Development*, 78(4), 454-462.
- Hachtel H, Vogel T, Huber CG. (2019). Mandated Treatment and Its Impact on Therapeutic Process and Outcome Factors. *Front Psychiatry* (10), 219. doi: 10.3389/fpsy.2019.00219.
- Lustgarten, S. D., Garrison, Y. L., Sinnard, M. T., & Flynn, A. W. (2020). Digital privacy in mental healthcare: current issues and recommendations for technology use. *Current opinion in psychology*, 36, 25-31.
- Miller, B. J., & Springer, P. (2020). Ethics-Based Training for Clinicians: Moving Beyond Ethical Decision-Making Models. *Contemporary Family Therapy*, 42(4), 370-380.
- Stoll, J., Müller, J. A., & Trachsel, M. (2020). Ethical issues in online psychotherapy: A narrative review. *Frontiers in psychiatry*, 10, 993.
- Warrier, U., Warrier, A., & Khandelwal, K. (2023). Ethical considerations in the use of artificial intelligence in mental health. *Egyptian Journal of Neurology, Psychiatry & Neurosurgery*, 59(1), 1–2. <https://doi-org.ulm.idm.oclc.org/10.1186/s41983-023-00735-2>

- Williams, I. & O'Connor, P. (2019). Power in the Counseling Relationship: The Role of Ignorance. *Journal of Human Services: Training, Research, and Practice*, 4(2), 3.
- Wrape, E. R., & McGinn, M. M. (2019). Clinical and ethical considerations for delivering couple and family therapy via telehealth. *Journal of marital and family therapy*, 45(2), 296-308.

### **Recommended:**

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

### **Technology for the Class**

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

- B. Attendance Policy :** This is an online class so Canvas 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/studentssuccess/](http://www.ulm.edu/studentssuccess/)), 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/).
- 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

Syllabus and schedule are subject to change.



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/studentsuccess](http://www.ulm.edu/studentsuccess)

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)

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

Syllabus and schedule are subject to change.

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 Canvas:**

[Canvas Training Guide](#) (PDF)

[Canvas Training Tutorial](#) (video)

[Canvas Training Manual](#) (PDF)

[Canvas 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>CACREP STANDARDS</b>	<b>Assignments Due in Addition to Canvas Posts</b>
<b>Week 1: January 16</b>	1 Introduction to Ethics and Law	3.A.10	
<b>Week 2: January 23</b>	2 Values in Counseling	3.A.10	
<b>Week 3: January 30</b>	3 Ethical Principles	3.A.10	
<b>Week 4: February 6</b>	4 Ethical Standards	3.A.10	<b>Media Analysis Movie/TV Due Friday, February 9</b>
<b>Week 5: February 13</b>	5 Privacy, Confidentiality, and Privileged Communication	3.A.10	
<b>Week 6: February 20</b>	6 Informed Consent / Professional Disclosure Statement / Roles and Relationships with Clients	3.A.10	<b>Informed Consent Due Monday, February 26</b>
<b>Week 7: February 27</b>	7 Professional Responsibility / Counselor Competency	3.A.10	<b>Professional Disclosure Statement Due Monday, March 4</b>
<b>Week 8: March 5</b>	8 Ethical Decision Making	3.A.10	
<b>Week 9: March 12</b>	9 Legal System and Court Ordered Clients	3.A.10/ 5.C.6	
<b>Week 10: March 19</b>	10 Occupational Outlook / Practice Options /Ethical Codes / Licensing Specialties	3.A.9	<b>Ethical Dilemma Summary Due March 25</b>

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<b>Week 11: March 26</b>	11 Multicultural/Diversity Competency and Counseling	<b>3.A.10</b>	<b>Spring Break March 29 to April 5</b>
<b>Week 12: April 9</b>	12 Ethical Climate/Office and Administrative Practices	3.A.9 3.A.10	
<b>Week 13: April 16</b>	13 Technology in the Practice of Counseling	<b>3.A.10</b>	
<b>Week 14: April 23</b>	14 Counselor Education, Supervision, and Consultation	<b>3.A.10</b>	<b>Ethical Dilemma Research Paper (Capstone project) – Due APRIL 29</b>

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**KPI Assessment COUN 5011 Grading Rubric  
This will be assessed in your Tevera account**

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
- NA: Not Applicable

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

**Assignment Specific Requirements and Professional Identity 2024 CACREP Standards**

<b>Assignment Specific</b>	<b>CACREP Standard</b>	<b>Performance Level 1-5</b>
	<b>Core</b>	
current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession	3.A.9	
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	3.A.10	
	<b>CMHC</b>	
strategies for interfacing with the legal system regarding court-referred clients	5.C.6	