



**CMHC 5600**  
**Ethical, Legal, & Professional Issues in Counseling**  
**Spring 2023**

Course Syllabus

1. **Instructor:** Chad Betters, PhD, LCMHC, BCPCC  
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**Office:** Ketner Hall, Room 207  
**Office Hours:** Mondays-Thursdays from 1:30-3:30 pm, or by appointment.
2. **Class Meetings:** This class is an asynchronous online course via Blackboard. Please refer to the course calendar for all important dates and any potential times that require scheduled synchronous online meetings.
3. **Textbook: 1)** Corey, G., Corey, M. S., & Corey, C. (2015). *Issues & ethics in the helping professions (10<sup>th</sup>)*. Boston, MA: Cengage. ISBN# 9781337406291
4. **Course Description:** The purpose of this course is to introduce ethical principles and facilitate critical thinking to establish a basis for the development of an ethical framework within the counseling profession. Utilization of the American Counseling Association (ACA) Code of Ethics within ethical dilemmas will be addressed, as well as mechanisms for appropriate care when ethical standards are not sufficient.
5. **Technology Statement:** Students will require access to a computer with Internet capabilities for the successful completion of this course.
6. **Nondiscrimination Statement:** Students will not be discriminated against based on age, body shape/size, color, culture, disability, education, employment status, ethnicity, family status, gender, gender expression, gender identity, genetic information, immigration status, incarceration experience, language preference, marital/relationship status, national origin, occupation/work, race, religion/spirituality, sex, sexual orientation, socioeconomic status, veteran status, or any intersection of these identities. Nondiscrimination is expected to be upheld by the instructor and each student in this course.

7. **Course Objectives:** The course objectives are aligned with the specific learning outcomes identified by CACREP. The following CACREP Standards are addressed in this course:

<b>CACREP STANDARDS</b>	<b>ASSESSMENTS</b>
<b>2.1.A)</b> History/Philosophy or Counseling Profession and Specialty Areas	Quizzes, Discussion Boards, and Final Examination
<b>2.1.B)</b> Multiple Professional Roles and Functions of Counselors	Quizzes, Discussion Boards, and Final Examination
<b>2.1.D)</b> Role and Process of Professional Counselor Advocating on Behalf of Profession	Quizzes, Discussion Boards, and Final Examination
<b>2.1.E)</b> Advocacy Processes Needed to Address Institutional and Social Barriers	Quizzes, Discussion Boards, and Final Examination
<b>2.1.F)</b> Professional Counseling Organizations	Quizzes, Discussion Boards, and Final Examination
<b>2.1.G)</b> Professional Counseling Credentialing and Accreditation	Quizzes, Discussion Boards, and Final Examination
<b>2.1.I)</b> Ethical Standards of Professional Counseling Organizations and Credentialing Bodies	Quizzes, Discussion Boards, Ethical Analyses, and Final Examination
<b>2.1.J)</b> Technology's Impact on Counseling Profession	Quizzes, Discussion Boards, Ethical Analyses, and Final Examination
<b>2.1.K)</b> Strategies for Personal and Professional Self-Evaluation	Quizzes, Discussion Boards, Ethical Analyses, and Final Examination
<b>2.1.L)</b> Self-Care Strategies Appropriate for the Counselor Role	Quizzes, Discussion Boards, Ethical Analyses, and Final Examination
<b>2.1.M)</b> The Role of Counselor Supervision in the Profession	Quizzes, Discussion Boards, Ethical Analyses, and Final Examination
<b>2.2.H)</b> Strategies for Identifying and Eliminating Barriers, Prejudices, and Processes of Oppression/Discrimination	Quizzes, Discussion Boards, Ethical Analyses, and Final Examination
<b>2.3.I)</b> Ethical and Culturally Relevant Strategies for Promoting Resilience and Optimum Development and Wellness	Quizzes, Discussion Boards, Ethical Analyses, and Final Examination
<b>2.5.F)</b> Counselor Characteristics and Behaviors that Influence Counseling Process	Quizzes, Ethical Analyses, and Final Examination
<b>2.5.N)</b> Processes of Aiding Students in Developing Personal Model of Counseling	Quizzes, Discussion Boards, Ethical Analyses, and Final Examination
<b>2.6.G)</b> Ethical and Culturally Relevant Strategies for Designing and Facilitating Groups	Quizzes and Final Examination
<b>2.7.C)</b> Procedures for Assessing Risk of Aggression or Danger to Others, Self-	Quizzes, Discussion Boards, Ethical Analyses, and Final Examination

Inflicted Harm, or Suicide	
2.7.D) Procedures for Identifying Trauma and Abuse and for Reporting Abuse	Quizzes, Discussion Boards, Ethical Analyses, and Final Examination
5.2.I) Legislation and Government Policy Relevant to Clinical Mental Health Counseling	Quizzes, Discussion Boards, Ethical Analyses, and Final Examination
5.2.J) Cultural Factors Relevant to Clinical Mental Health Counseling	Quizzes and Final Examination
5.2.K) Professional Organizations, Preparation Standards, and Credentials Relevant to the Practice of Clinical Mental Health Counseling	Quizzes, Discussion Boards, Ethical Analyses, and Final Examination
5.2.L) Legal and Ethical Considerations Specific to Clinical Mental Health Counseling	Quizzes, Discussion Boards, Ethical Analyses, and Final Examination
5.3.A) Intake Interview, Mental Status Evaluation, Biopsychosocial History, Mental Health History, and Psychological Assessment for Treatment Planning and Caseload Management	Quizzes, Ethical Analyses, and Final Examination
5.3.C) Strategies for Interfacing with the Legal System Regarding Court-Referred Clients	Quizzes, Discussion Boards, Ethical Analyses, and Final Examination
5.3.E) Strategies to Advocate for Persons with Mental Health Issues	Quizzes, Discussion Boards, Ethical Analyses, and Final Examination

- 1) Students will develop knowledge and understanding of the role and function of professional ethics within counseling, and specifically the utilization of the ACA Professional Code of Ethics.
- 2) Students will develop knowledge and understanding of the role and function of counseling legislation, and specifically the current laws and statutes for professional counseling within the state of North Carolina.
- 3) Students will acquire an ethical dilemma decision-making model that aligns with professional standards to navigate future ethical and legal considerations, including situations where self-harm or duty to warn is evident.

8. **Course Requirements:** The following details the learning products to be completed in order to successfully pass this course:

- A) Ten quizzes will be required for this course. The quizzes will provide an opportunity to assess the continuity of learning throughout the semester. Quizzes will be conducted as depicted on the syllabus calendar during the week indicated, and must be completed by midnight of the Sunday within the given week. Quizzes will cover the preceding course materials as reflected in the course calendar. The quizzes will be in multiple choice format. Students who fail to complete

the quizzes during the allotted time will not be able to complete the quizzes without valid documentation.

- B) Seven discussion board entries will be required for this course. Discussions boards will allow students to synthesize and reflect on the material being covered in the course, but also connect with other students and share ideas as the course progresses through the semester. The Instructor will post a discussion prompt, and each student must provide a minimum of one substantial post and two substantial postings to two different colleagues to receive credit. A post is deemed substantial if it demonstrates intentional thought, contributes to the discussion at hand, and is presented in a respectful manner. Please refer to the concept of Net Etiquette if there are any questions pertaining to the accepted guidelines of social respect within virtual communities. The discussions will become available on the first day of the given week, and responses must be submitted by midnight of the Sunday within the given week. Student who fail to complete the discussion board entries during the allotted time will not be able to complete the discussion board entries without valid documentation.
- C) Four ethical analyses will be required for this course. The analyses will provide an opportunity to examine a historical case study and allow personal synthesis of the ethical issues, as well as provide a resolution to any ethical dilemmas present. Each case study will be reflective of the current course content. The report must be written in APA style, in accordance to the APA Publication Manual, 7<sup>th</sup> Edition. No other writing styles will be accepted. The scheduled due date for this assignment is provided on the syllabus calendar. The report must be submitted via email using MS Word by midnight of the Sunday of the given week. Early submission is encouraged. Late submission will not be accepted without valid documentation. Note the following grading rubric for the ethical analysis in order to maximize points earned for this assignment:

	<b>"A" Quality Work</b>	<b>"B" Quality Work</b>	<b>Below "B" Quality Work</b>
<b>Reflection of Case (3 points)</b>	A detailed reflection of the case study is provided, including a summarization of the legal action (if applicable) and ethical resolution determined at the resolution of the case. All necessary	The reflection of the case study is vague and does not provide all necessary information to accurately depict the ethical context. Incorrect details are provided	No real reflection of the case study is provided beyond simple pieces of information related to the case. The historical resolution is not provided.

	information is presented to accurately depict the ethical context of the case.	pertaining to the historical case study.	
<b>Code of Ethics Analysis (3 points)</b>	A review of the ACA Code of Ethics is conducted and a current analysis of the ethical context of the case is provided. Any ethical standards appropriate for the ethical resolution are indicated, and any differentiation from the historical ethical resolution is noted with accompanying rationale.	A vague summary is provided with no specific connection to ACA Code of Ethics standards. Any differentiation from the historical ethical resolution is provided without accompanying rationale.	No ethical analysis is present. ACA Code of Ethics standards are not utilized. No resolution for the case study is presented.
<b>Writing Mechanics (2 points)</b>	The report is written at the graduate level. The writing is free of grammatical, punctuation, and spelling error. APA 7 <sup>th</sup> Edition is correctly utilized, including a title page.	One grammatical, punctuation, spelling, or APA style error is present.	More than one grammatical, punctuation, spelling, or APA style errors are present.

- A) One comprehensive final examination will be required for this course. The examination will allow the opportunity to assess the collective learning throughout the semester. The examination will cover all lecture content and class discussion during the semester. The examination will be in multiple choice format. The examination must be completed by midnight of the Sunday of the given week. Students absent at the time of administration will not be able to complete the examination without valid documentation.

**9. Course Evaluation:**

Ten quizzes @ 3 points each =	30 points
Seven discussion board entries @ 4 points each =	28 points
Four ethical analyses @ 8 points each =	32 points

One final examination @ 20 points =	10 points		
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	100 points		
100-96 points = A	95-90 points = A-	89-87 points = B+	86-84 points = B
83-80 points = B-	79-77 points = C+	76-74 points = C	73-70 points = C-
69-67 points = D+	66-64 points = D	63-60 points = D-	Under 60 points = F

### LEAVE NO DOUBT

10. **Extra Credit Policy:** Extra credit will not be provided during this course.
11. **Attendance/Valid Documentation Policy:** Please refer to the Academic Handbook for an explanation of the Catawba College attendance policy. It will be used in this class during this semester:
- Effective learning is facilitated by an interaction between the professor and students regarding course material. The classroom is the principal arena for such interaction. Thus, students have an obligation to themselves, to fellow students, and to the faculty member to attend and participate actively in classroom sessions. The class attendance policy followed by the college assigns to each faculty member the responsibility for establishing and communicating to students the specific attendance requirements for his or her courses consistent with the objectives of the course. Therefore, specific course attendance policies will vary from course to course. The attendance policy for each course will be presented to the student in written form, usually as part of the course syllabus, at the beginning of the course. The course attendance policy and practices, however, will subscribe to the following general guidelines:*
- A) *Each student is personally responsible for regular and punctual class attendance.*
  - B) *A student who misses a class bears personal responsibility for completing any assignment presented during that class to the extent permitted by the nature of the assignment and the course syllabus.*
  - C) *The faculty member has the option of assigning a failing grade to any student who misses more than one quarter of the class meetings, but this option must be stated in the course syllabus.*
  - D) *Whenever possible, the student should inform the faculty member about an absence and make arrangements concerning missed assignments due to that absence.*
  - E) *The student is responsible for initiating discussions with the faculty member about a make-up opportunity for missed assignments or examinations.*
  - F) *The faculty member has no obligation to allow or facilitate make-up work except for absences due to "extenuating circumstances." Three sets of extenuating circumstances are recognized by the College: severe personal illness, death in the immediate family, or (when announced in advance through the Dean of Students' Office) authorized representation of the College.*
  - G) *If an extenuating circumstance is the cause of a student's missing a class period (or an examination), the student should not view the absence as an exception to the course attendance arrangements, as outlined in the course syllabus, but as a "just cause" for*

*arranging a make-up opportunity. The faculty member, however, will determine the means of compensating for the missed course work or examination.*

It is assumed that all students will attend to the class regularly in order to maximize learning. All assignments have defined due dates and times and will be strictly enforced. It is the student's responsibility to inform the Instructor if a known absence from the course will occur during the semester. It is the student's responsibility to acquire any missed materials from an absence from the course. Valid documentation, which may grant a late assessment administration or a late assignment submission, only includes legitimate medical documentation or documents that support extenuating circumstances per Catawba College. No other excuses will be deemed valid. In the event of inclement weather, please check the Blackboard shell for any course information.

- 12. Academic Honesty Policy:** Please do not give the Instructor any reason to suspect academic dishonesty. Students are advised to refer to Catawba College Honor Code:

*In order to educate individuals to live responsibly in community and to create an environment that encourages respectful expression of values, without censorship, the Catawba community has developed and endorsed The Catawba College Honor Code. It is intended that the Honor Code will promote a climate of trust, concern, and respect conducive to learning and personal growth in community. Everyone who is a member of the Catawba community has responsibilities to respect others, to communicate honestly, to seek excellence, and to participate in creating a fair and compassionate atmosphere on campus. Faculty, administrators, and staff have responsibilities to endeavor to enhance the personal and intellectual development of other persons; to be compassionate, thorough, and fair in evaluating the performance of students and professional associates; to use the authority of their office in ways that respect persons and avoid the abuse of power; and to conduct their professional activities in ways that uphold the ideals of virtue and excellence. Therefore, Catawba College students, faculty, staff, and administrators are committed to the Catawba College Honor Code which is set forth as follows: **"As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal."** The Honor Code does not condone dishonorable actions within any sector of Catawba College. Such actions include academic dishonesty, as well as social disrespect and any action harmful to the Catawba College community and its members. Violations of the law are also violations of the Honor Code. The Honor Code applies to students, faculty, administrators, and staff members. All members of the college community are obligated to be familiar with the Honor Code and to conduct themselves in accordance with the standards set forth. The complete text of The Catawba College Honor Code and the operating procedures of The College Court are found in the Student Handbook.*

- 13. Professional Behavior Policy:** Students in this class are future professionals. Students are responsible for all lecture materials, which will be made available to them online, and for completing all scheduled readings. Assignments in which academic honesty are in question will not be accepted. This includes utilizing resources during assessments (quizzes, exams, etc.) or collaborating with other students during the completion of such assessments. Behavior that is non-

professional in nature will not be tolerated, and the student will be removed from the course and potentially the program. Please abide to the Catawba Academic Handbook and the CMHC Program Handbook for additional items regarding student behavior.

- 14. Accessibility Policy:** Students with ADA-documented physical, sensory, psychological, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Catawba College Counseling and Disability Services (CDS) Office. If you have registered in a previous semester, continuation is not automatic. Action is required on your part, as accommodations are not retroactive.
- 15. Course Calendar:** The following represents the scheduled agenda for each class meeting. Any changes will be announced as soon as possible.

<b>Week of Course</b>	<b>Agenda For Week</b>	<b>Requirements For Week</b>
Week 1	Introduction to Class, Review of Syllabus, Introduction to Professional Counseling Ethics, <i>Chapter 1</i>	Discussion 1
Week 2	The Profession of Clinical Mental Counseling: Roles and Functions, <i>Chapter 2</i> , Personal Values and Counseling, <i>Chapter 3</i>	Quiz 1, Quiz 2, Discussion 2
Week 3	Multicultural Perspectives and Diversity Issues, <i>Chapter 4</i> , Client Rights and Counselor Responsibilities Regarding Client Welfare <i>Chapter 5</i>	Quiz 3, Quiz 4, Discussion 3
Week 4	Confidentiality: Ethical and Legal Issues, <i>Chapter 6</i>	Quiz 5, Discussion 4
Week 5	Managing Boundaries and Multiple Relationships, <i>Chapter 7</i>	Quiz 6, Discussion 5, Ethical Analysis 1
Week 6	Professional Clinical Competence and Training, <i>Chapter 8</i> , Ethical Issues in Counseling Supervision, <i>Chapter 9</i>	Quiz 7, Quiz 8, Discussion 6, Ethical Analysis 2
Week 7	Issues in Counseling Theory and Practice, <i>Chapter 10</i> , Ethical Issues in Couples and Family Therapy, <i>Chapter 11</i> , Ethical Issues in Group Work, <i>Chapter 12</i> ,	Quiz 9, Quiz 10, Discussion 7, Ethical Analysis 3
Week 8	Review for Final Examination	Ethical Analysis 4, Final Examination