



COUN 8040 | PROFESSIONAL AND ETHICAL ISSUES FOR COUNSELORS | FALL 2023

PREREQUISITES

N/A

COURSE DESCRIPTION

Course Information: This course examines the ethical, professional, and legal aspects of individual, couple and family counseling including liabilities incurred by the professional. The course addresses the appropriate ethical guidelines as stated by the American Counseling Association (ACA) code of ethics in a participatory format.

Course Description:

- This course is designed to provide the counseling student with the basic knowledge necessary to arrive at ethical decisions about client care.
- This course is required for all counselor candidates and is designed to provide the candidate with a focused study of clinical mental health counseling and ethical standards and situations.

Rationale for Course: The counseling degree requires counselors to be skilled in decision-making processes regarding ethical situations when delivering a variety of services for diverse clients within clinical and educational settings regarding client care. This course is required by the Professional Licensing Boards of most licensure for licensure as a professional counselor. This course is required by the State Department of Education for Certification of educators who achieve an endorsement as a school counselor.

- **Course Goals:** After completing the course, successful students shall be able to do the following: Counselor candidates demonstrate an understanding of the importance of the basics of ethics in counseling including the definition, organization, implementation, and decision-making process of ethical issues in the practice of counseling.
- Counseling candidate will demonstrate an understanding of ethical standards of the profession including the use of the ACA code of ethics.
- Counseling candidates define and develop professional roles, functions, and strategies for communication and consultation within the profession of counseling.
- Counseling candidates demonstrate self-care strategies appropriate to the counselor role.
- Counseling candidates will develop an understanding of the cultural context of working with and among a diversity in a multicultural society.



Essential Course Objectives: The following course elements constitute essential course objectives. Removing or modifying essential course objectives results in fundamental alteration to the course. 1) ongoing online collaboration and interaction with peers through online participation and attendance in peer discussions; 2) ongoing online active participation and attendance for course lectures, class discussions; 3) Consistent online remote access to Canvas, VidGrid, Zoom, VIA, FlipGrid, and UNO email for synchronous and asynchronous course instruction, connection with faculty and students, and submission of course assignments. If you anticipate difficulty meeting these essential course objectives, please communicate with your instructor about this immediately.

COURSE WEBSITE

You will participate in this course using the [UNO Canvas learning management platform system](#). Once you are in the platform you can learn how to use Canvas effectively, by clicking the “Help” link on the top right of the course page on Canvas.

LEARNING OUTCOMES AND CACREP STANDARDS CHART

2016 CACREP Standards Chart

Clinical Mental Health Standard(s)	Assignment/Learning Activity
2.i. Legislation and government policy relevant to clinical mental health counseling	Chapter 1 and 2: Chapter 10: Chapter 6: Remley, T. P., & Herlihy, B. (2020). <i>Ethical, legal, and professional issues in counseling</i> . (6th ed.). Boston, MA: Merrill Publishing Co.
2.l. Legal and ethical considerations specific to clinical mental health counseling	Chapter 8: Remley, T. P., & Herlihy, B. (2020). <i>Ethical, legal, and professional issues in counseling</i> . (6th ed.). Boston, MA: Merrill Publishing Co.
2. m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	Chapter 6: Remley, T. P., & Herlihy, B. (2020). <i>Ethical, legal, and professional issues in counseling</i> . (6th ed.). Boston, MA: Merrill Publishing Co.
3. c. Strategies for interfacing with the legal system regarding court-referred clients	Chapter 6: Remley, T. P., & Herlihy, B. (2020). <i>Ethical, legal, and professional issues in counseling</i> . (6th ed.). Boston, MA: Merrill Publishing Co.
3. e. Strategies to advocate for persons with mental health issues	Chapter 3, 4, 7, and 9: Chapter 10: Chapter 6: Remley, T. P., & Herlihy, B. (2020). <i>Ethical, legal, and professional issues in counseling</i> . (6th ed.). Boston, MA: Merrill Publishing Co.
Professional Identity Curriculum Standard(s)	Assignment/Learning Activity
F.1.d The role and process of the professional counselor advocating on behalf of the profession	Chapter 1, 2, and 13: Chapter 6: Remley, T. P., & Herlihy, B. (2020). <i>Ethical, legal, and professional issues in counseling</i> . (6th ed.). Boston, MA: Merrill Publishing Co.



F.1.j Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Chapter 13: Chapter 6: Remley, T. P., & Herlihy, B. (2020). <i>Ethical, legal, and professional issues in counseling</i> . (6th ed.). Boston, MA: Merrill Publishing Co.
F.1. j. Technology’s impact on the counseling profession	Chapter 10: Chapter 6: Remley, T. P., & Herlihy, B. (2020). <i>Ethical, legal, and professional issues in counseling</i> . (6th ed.). Boston, MA: Merrill Publishing Co.
F. 5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Chapter 3 and 10: Chapter 6: Remley, T. P., & Herlihy, B. (2020). <i>Ethical, legal, and professional issues in counseling</i> . (6th ed.). Boston, MA: Merrill Publishing Co.
F.5. e. The impact of technology on the counseling process	Chapter 10: Chapter 6: Remley, T. P., & Herlihy, B. (2020). <i>Ethical, legal, and professional issues in counseling</i> . (6th ed.). Boston, MA: Merrill Publishing Co.

Key Performance Indicator

Key Performance Indicator	Courses & Assessment Assignments	CACREP 2016 Standards
<p><u>KSPI 1</u></p> <p>Students will demonstrate knowledge and apply comprehensive ethical decision-making models.</p>	<p><i>Chapter Summaries-Cluster 1</i> Students will read the material in cluster 1, provide a general summary of the content of the readings, and write a reflection of the material to include ethical decision making models. The readings include professional identity of counselors, client and counselor rights and responsibilities, and legal and ethical issues faced by counselors.</p>	<p>2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</p> <p>2.F.1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues</p> <p>5.c 2. l. Legal and ethical considerations specific to CMHC</p>
<p><u>KSPI 6</u></p> <p>Students will demonstrate knowledge of group theories with diverse clients and ethical considerations of group practice.</p>	<p>Discussion board assignment related to confidentiality, privileged communication and privacy of individual and group practice.</p>	<p>2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups</p>

COURSE OBJECTIVES AND RELEVANT ACCREDITATION STANDARDS

- 2.i. Legislation and government policy relevant to clinical mental health counseling
- 2.l. Legal and ethical considerations specific to clinical mental health counseling
- 2. m. record keeping, third party reimbursement, and other practice and management issues in 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



- F.1.d The role and process of the professional counselor advocating on behalf of the profession
- F.1.j Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- F.1. j. Technology's impact on the counseling profession
- F. 5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- F.5. e. The impact of technology on the counseling process

CACREP STATEMENT

This course is designed to develop competence identified by and in compliance with the CACREP for master's level standards relevant to this course. Additional standards addressed in COUN 8200 are included in the Standards Chart at the end of this course outline.

COURSE REQUIREMENTS

Required Text

Remley, T. P., & Herlihy, B. (2020). *Ethical, legal, and professional issues in counseling*. (6th ed.). Boston, MA: Merrill Publishing Co.

American Counseling Association (2014). *Code of ethics and standards of practice*. Alexandria, VA: Author. Download at <http://www.counseling.org/Resources/CodeOFEthics/TP/Home/CT2.aspx?>

American School Counselor Association (2016). Ethical standards for school counselors. American School Counselor Association.

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Recommended Text

- American Psychological Association (2010). *Publication manual* (6th ed). Washington, DC: Author.
- Materials available on the American School Counselor Association website and other web sites provided during the course.
- The ASCA Model (3rd ed.).

Technical Requirements

You will need the following in order to participate in this course:

- Computer;
- Reliable internet connection;
- Computer microphone;
- Some way to make and post a simple video (e.g., using a webcam, or a smart phone);



- Open Canvas in a Mozilla Firefox browser

TECHNICAL SUPPORT

You may also receive support from

- Information Technology Services Technical Support (human support)
unohelpdesk@nebraska.edu
402-554-4347 (HELP)
Eppley Administration Building, Room 104
Monday – Friday 8:00 to 5:00 pm

DESCRIPTIONS OF COURSE ACTIVITIES AND ASSIGNMENTS

DISCUSSION POSTS (10 POINTS EACH)

Your active participation is expected and is worth a significant portion of your grade. Therefore, is critical that you engage in your discussion posts and address all necessary requirements. Please see each discussion post located in your weekly module or under the Discussion tab in Canvas for specific requirements. Discussion posts will begin the Monday of the scheduled course week and be **due by Sunday, 11:59 PM** of the scheduled course week. You will be required to respond to at least one peer for most of the discussion posts. There will be a discussion and/or VidGrid each week.

CHAPTER SUMMARY CLUSTERS (50 POINTS EACH)

The purpose of these summaries is for students to reflect on their readings throughout the semester. The chapter summaries will consist of four-chapter groups/clusters and will be **due on Sunday, 11:59 PM** of the last chapter in the cluster (see the syllabus for due dates).

The summaries will consist of:

- a general summary of the content of the readings; and
- a reflection of the material.

The total cluster summaries should be 2-3 (max) pages and adhere to APA 6th edition style formatting.

- this page total is not per chapter, your total body of work should be no longer than 4 pages (e.g., all chapters should be summarized and reflected upon in the 4-page maximum).



- the personal reflection does not have to meet full APA 6th edition guidelines, as I am looking for your personal reactions to the content in the readings.

QUIZZES (40 POINTS EACH)

The development of your professional identity and your understanding and knowledge of clinical mental health counseling and ethical and legal issues is paramount to your continued professional development as a counselor. The quizzes will be given following your cluster (see above) readings and will be available in the ‘Quizzes’ tab in Canvas. The quizzes will consist of a combination of multiple choice, True/False questions, and brief answer questions. No make-up quizzes will be offered. There will be 4 quizzes in total, worth 40 points each.

FINAL EXAM (100 POINTS)

At the end of the semester, a final exam will be given. This exam is cumulative and will cover material from the entire course including: PowerPoints, Quizzes, and information from the text and assigned readings. The format of this exam will include multiple choice questions and will be available on Canvas. Please note, you are expected to take the final exam individually— however, you may use any notes you have taken, PowerPoints I have provided, or the Remley and Herlihy text as resources. The final exam will be **due no later than 11:59 PM on the last day of the semester.**

OVERVIEW OF THE ASSIGNMENT GRADES

The table below provides an overview of how much each assignment is worth and when it is due.

Assignment	Points
Chapter Cluster Summaries (4 x 50)	200pt
Quizzes (4 x 40)	160pt
Discussion Boards (9 x 10)	90pt
Final Exam	100pt
Total	550

GRADING SCALE

90-100% = A; 80-89%=B; 70-79%=C; 60-69%=D; 00-59%=F

Note: If you are on track for a D, you are failing the course.

Grade	% Range	Points Range
A	90-100	495-550
B	80-89	441- 496
C	70-79	385-440



D	60-69	329-384
F	<60%	328

UNIVERSITY POLICIES

ACCOMMODATIONS

The University of Nebraska at Omaha is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Reasonable accommodations are provided for students who are registered with [Accessibility Services Center](#) (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu.)

ACADEMIC INTEGRITY

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Academic and Student Affairs](#) for further action. I will assume for this course that you will adhere to the University of Nebraska at Omaha policies and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

TITLE IX SEXUAL MISCONDUCT

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit [Title IX website](#) to learn more. If you are seeking help and would like to speak to someone confidentially, you can contact the [Counseling and Psychological Services](#) (CAPS) or [Gender and Sexuality Resource Center](#).

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to UNO's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student



who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT

Students at the University of Nebraska Omaha are expected to maintain standards of personal integrity in accordance with institutional goals for the success of all students. This means students are expected to assume responsibility for their actions; observe national, state, and local laws; follow university policies; and respect the rights and property of all people. For more information see [Student Conduct and Community Standards](#).

GRADING POLICIES

GRADE APPEAL

Individuals who believe that their grade in a particular course does not properly reflect their performance or that the instructor acted in an arbitrary or capricious manner in determining the grade should first contact the instructor to determine the rationale for the grade or if there was an error in reporting. Consultation with the instructor should take place before taking any formal action in regard to a grade appeal.

You will find the Department of Counseling grade appeal policy in the Student Handbook:

<https://www.unomaha.edu/college-of-education-health-and-human-sciences/counseling/student-resources/student-handbook-fall-2022.pdf>

DROPPING A COURSE

A class can be dropped from your schedule via MavLINK up until the last day to withdraw. The last day to withdraw can be found on the [Academic Calendar](#). If you are currently enrolled, you can click on the "refund" link next to each class in your schedule. You can also contact the Office of the University Registrar to verify the last day to withdraw.

Drops can only be completed in the 100% refund period of your course. If you drop the course from your schedule during this period, it will not be listed on your academic transcript. Withdraws can be completed up until the last day to withdraw for the semester. If you withdraw from a course, a grade of "W" is given for that course and this will be listed on your academic transcript. "W" grades have no impact on your academic GPA.

COURSE EXPECTATIONS



CLASSROOM CIVILITY

It is important to build a classroom climate that is welcoming and safe for everyone. Please show respect for everyone in the class. You are required to avoid racist, sexist, homophobic, or other negative language that may exclude members of our campus and classroom community.

PARTICIPATION AND ABSENCE

This is a fully online course, and is expected that you log into the canvas site at least 3 times a week throughout the semester. Active use of your UNO email and Canvas is required. If you do not have internet access or printing capabilities from home, plan to spend time in the library or one of the computer labs on campus. There are no excuses for not being able to access information or turn in work.

GRADUATE LEVEL WRITING

Graduate level writing is expected on all written assignments. Written assignments should be typed, free of grammatical and spelling errors, as well as follow guidelines given in class. Reference citations should always be included where needed according to APA writing style. Not meeting these criteria will be reflected in your grade for that writing assignment.

LATE WORK

Assignments are due at the time provided on canvas. At the beginning of the semester, I recommend going through and noting all of the times for submissions. Late assignments will not be accepted unless you have explicit permission for an extension prior to the assignment due date. I typically am willing to provide an extension on an assignment as long as you are proactive in asking for one. Please consult with the instructor as early as possible if there are extenuating circumstances.

RIGHT OF REVISION

The instructor reserves the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.

PROFESSIONALISM/PRESERVING CONFIDENTIALITY

This course is part of a professional degree program, students are counselors in training, and thus professionalism is expected at all times, whether a student is in class or recording a session with a client. Client confidentiality and the content of practice sessions both in and out of class are crucial elements of ethical conduct; honor your working relationship with your peers. A student's participation grade will be affected if unprofessional behavior is exhibited.



FAIR USE POLICY

Copying or recording synchronous classes and asynchronous course materials without the express prior approval of Professor Dr. Adams is prohibited. All copies and recordings remain the property of UNO and Professor Dr. Adams. UNO and Professor Dr. Adams reserves the right to retrieve, inspect, or destroy the copies and recordings after their intended use. These policies are not intended to affect the rights of students with disabilities under applicable law or UNO policies.

ESSENTIAL COURSE OBJECTIVES

The following course elements constitute as essential course objectives. Removing or modifying essential course objectives results in fundamental alteration to the course.

1. Ongoing asynchronous and face-to-face, synchronous active participation and attendance for course lectures, class discussions, and guest speakers.
2. Ongoing asynchronous and face-to-face, synchronous group collaboration for the group presentation project, including active remote synchronous participation and attendance for group presentations;
3. Consistent online access to Canvas, VidGrid, Zoom, and UNO email for synchronous and asynchronous course instruction, connection with faculty and students, and submission of course assignments.
4. Due dates on assignments that require peer interaction, including but not limited to: group assignments, discussion boards, peer reviews, and video discussions are inflexible and do not qualify for an extension or modified due date

*If you anticipate difficulty meeting these essential course objectives, please communicate with your instructor about this immediately.