

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **COUN 501**

#### **ETHICAL AND LEGAL ISSUES IN COUNSELING**

#### **COURSE DESCRIPTION**

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.

#### **RATIONALE**

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.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **I. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word

#### **II. MEASURABLE LEARNING OUTCOMES**

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.

**CACREP Standards Matrix**

<b>CACREP Standard</b>	<b>Assignment/ Assessment</b>	<b>Reading/Class Discussion</b>
G.1.a. history and philosophy of the counseling profession	<ul style="list-style-type: none"> <li>• Quiz chs. 1–2</li> </ul>	<i>History, Roles, Identity</i> <ul style="list-style-type: none"> <li>• Remley, chs. 1–2</li> <li>• ACA Code of Ethics, Preamble and Purpose Section</li> </ul>
G.1.b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/ interorganization collaboration and communications	<ul style="list-style-type: none"> <li>• Quiz chs. 1–2</li> </ul>	<i>History, Roles, Identity</i> <ul style="list-style-type: none"> <li>• Remley, chs. 1–2</li> <li>• <i>Professional Relationships, Private Practice and Health Care Plans</i></li> <li>• Remley, chapter 13</li> <li>• ACA Code of Ethics, Section D</li> </ul>
G.1.d. self-care strategies appropriate to the counselor role.	<ul style="list-style-type: none"> <li>• Quiz chs. 4, 7</li> <li>• DB Forum 4</li> </ul>	<i>Counselor Responsibilities and Competence</i> <ul style="list-style-type: none"> <li>• Remley, chs. 4, 7</li> <li>• ACA Code of Ethics, Sections C, F</li> </ul>
G.1.e. counseling supervision models, practices, and processes.	<ul style="list-style-type: none"> <li>• Quiz ch. 15</li> </ul>	<i>Counselor Education, Supervision and Consultation</i> <ul style="list-style-type: none"> <li>• Remley, ch. 15</li> <li>• ACA Code of Ethics, Section F</li> </ul>
G.1.f. professional organizations, including membership benefits, activities, services to members, and current issues.	<ul style="list-style-type: none"> <li>• Quiz ch. 1</li> </ul>	<i>History, Roles, Identity</i> <ul style="list-style-type: none"> <li>• Remley, ch. 1</li> </ul>
G.1.g. professional credentialing, including	<ul style="list-style-type: none"> <li>• Quiz chs. 1–2</li> </ul>	<i>History, Roles, Identity</i> <ul style="list-style-type: none"> <li>• Remley, chs. 1–2</li> </ul>

certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.

G.1.h. the role and process of the professional counselor advocating on behalf of the profession.

- Quiz chs. 1–3 *History, Roles, Identity, Social Justice*
- DB Forum 2 • Remley, chs. 1–3

G.1.i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

- Quiz chs. 1–3 *History, Roles, Social Justice*
- DB Forum 2 • Remley, chs. 1–3

G.1.j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

- Ethical Decision Making Paper
  - Ethical Minute Papers
  - Quiz chs. 1–16
  - Training Module/Week Child Neglect/Abuse,
  - DB Forums 2–4
- Introduction and Multicultural Competency and Social Justice*
- Remley, ch. 3
  - ACA Code of Ethics, Section A
  - Weld, C., & Eriksen, K. (2007). The ethics of prayer in counseling. *Counseling and Values*, 51(2), 125–138.
- Client Rights and Counselor Responsibilities*
- Remley, ch. 4
  - ACA Code of Ethics, Sections A, C
- Confidentiality and Privileged Communication*
- Remley, ch. 5
  - ACA Code of Ethics, Section B
- Records, Subpoenas, and Technology*
- Remley, chs. 6, 10
- Competence and Malpractice*
- Remley, ch. 7
  - ACA Code of Ethics, Sections B, C, H
- Boundary Issues*
- Remley, ch. 9
  - ACA Code of Ethics, Sections A, C
- Counseling Children and Vulnerable Adults*
- Remley, ch. 11
  - ACA Code of Ethics, Sections A, C

		<p><i>Counseling Families and Groups</i></p> <ul style="list-style-type: none"> <li>• Remley, ch. 12</li> </ul> <p><i>Assessment and Diagnosis Evaluation, Testing and Diagnosis</i></p> <ul style="list-style-type: none"> <li>• Remley, ch. 7</li> <li>• ACA Code of Ethics, Sections E</li> </ul> <p><i>Professional Relationships, Private Practice and Health Care Plans</i></p> <ul style="list-style-type: none"> <li>• Remley, ch. 13</li> <li>• ACA Code of Ethics, Section D</li> </ul> <p><i>Counselor Education, Supervision and Consultation</i></p> <ul style="list-style-type: none"> <li>• Remley, ch. 14</li> <li>• ACA Code of Ethics, Section F</li> </ul> <p><i>Professional Writing and Research and Resolving Ethical Issues</i></p> <ul style="list-style-type: none"> <li>• Remley, chs. 8, 16</li> <li>• ACA Code of Ethics, Sections G, I</li> </ul>
G.2.b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients.	<ul style="list-style-type: none"> <li>• DB Forum 2</li> <li>• Quiz ch. 3</li> <li>• Reaction Paper</li> </ul>	<p><i>Introduction and Multicultural Competency and Social Justice</i></p> <ul style="list-style-type: none"> <li>• Remley, ch. 3</li> <li>• ACA Code of Ethics, Section A</li> <li>• Weld, C., &amp; Eriksen, K. (2007). The ethics of prayer in counseling. <i>Counseling and Values, 51</i>(2), 125–138.</li> </ul>
G.5.e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.	<ul style="list-style-type: none"> <li>• Quiz ch. 12</li> </ul>	<p><i>Counseling Children and Vulnerable Adults</i></p> <ul style="list-style-type: none"> <li>• Remley, ch. 11</li> </ul> <p><i>Counseling Families and Groups</i></p> <ul style="list-style-type: none"> <li>• Remley, ch. 12</li> </ul>
G.5.f. a general framework for understanding and practicing consultation.	<ul style="list-style-type: none"> <li>• Quiz ch. 15</li> </ul>	<p><i>Counselor Education, Supervision and Consultation</i></p> <ul style="list-style-type: none"> <li>• Remley, ch. 15</li> <li>• ACA Code of Ethics, Section D</li> </ul>

### III. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist  
After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (4)  
Discussion boards are collaborative learning experiences in which both the student and the instructor interact to bring more content and learning to the experience. Therefore, 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 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.
- D. Reaction Paper  
The student will write a 3–6-page paper in response to Chapter 10 of the Sanders text. The paper must be in current APA format.
- E. 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.
- F. Ethical Decision Making Paper  
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 LiveText.
- G. 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.

#### IV. COURSE GRADING AND POLICIES

A. Points	
Course Requirements Checklist	10
Discussion Board Forums (4 at 100 pts ea)	400
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>
	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859  
C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739  
D- = 680–699 F = 0–679

C. LiveText Submission Policy

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

D. Late Assignment Policy

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 of the due date will receive a 10% deduction.
2. Assignments submitted more than one week 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. Late Discussion Board threads or replies will not be accepted.

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

E. Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 1 point may be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam due date.

F. 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.

G. 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.

H. Instructor Feedback and Response Time

Responses to student emails will be provided within 48 hours and assignment feedback will be given within 1 week from the assignment due date.

I. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

J. 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.

## ***COURSE SCHEDULE***

### **COUN 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 Sanders: chs. 1–2 1 presentation 1 website	Course Requirements Checklist Class Introductions DB Forum 1 Quiz 1 Quiz 2	10 0 100 10 10
2	Remley & Herlihy: chs. 3, 16 Sanders: chs. 9–10, 12 1 presentation 1 website	Reaction Paper Quiz 3 Quiz 4	80 10 10
3	Remley & Herlihy: chs. 4, 15 Sanders: chs. 3–4 1 presentation 1 website	DB Forum 2 Quiz 5 Quiz 6	100 10 10
4	Remley & Herlihy: chs. 5, 14 Sanders: ch. 20 1 presentation 1 website	Ethical Minute Paper 1 Quiz 7 Quiz 8	80 10 10
5	Remley & Herlihy: chs. 6, 13 Sanders: ch. 13 1 presentation 2 websites	Ethical Minute Paper 2 Quiz 9 Quiz 10	80 10 10
6	Remley & Herlihy: chs. 7, 10 2 websites	DB Forum 3 Quiz 11 Quiz 12	100 10 10
7	Remley & Herlihy: chs. 11–12 Sanders: chs. 5–6 1 presentation 4 websites	DB Forum 4 Quiz 13 Quiz 14	100 10 10
8	Remley & Herlihy: chs. 8–9 Sanders: chs. 7–8 2 websites	Class Wrap Up Ethical Decision Making Paper Quiz 15 Quiz 16	0 200 10 10
<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**.