

Syllabus

Course Overview

This course is delivered in the GuidedPath format. In this course, you will examine legal and ethical issues related to the activities of counselors working in diverse counseling settings. The materials in this course apply to mental health and school counselors. Counselors are responsible for safeguarding the rights of the clients and students with whom they work. They must maintain the high degree of privacy and confidentiality that effective counseling requires, and attend to the boundary issues that can emerge in counseling relationships. Counselors also protect students and clients who are at risk of harming themselves or others. Although there may be legal and ethical situations in which the choices a counselor should make are very clear, there are many times when a *right* decision is not as apparent.

This course will provide you with models for making ethical decisions, as well as an overview of the key legal and ethical standards that counselors need to consider when choosing a course of action. As you examine the case studies presented throughout the course and participate in the discussions, you will also need to consider your own values, beliefs, and biases and how they influence the ways in which you respond to these types of legal and ethical dilemmas.

As a counselor, it is vital for you to be aware of the current legal and ethical standards in the profession. In fact, in each unit, you will be asked to review and cite the applicable ethical codes, laws, and rules. This is done purposely to give you practice in finding what you need to solve an ethical dilemma. By the end of this course, you should be very well versed in doing this. This knowledge will also aid you in your role as a counselor-in-training, and possible future roles as a counselor educator, supervisor, researcher, or consultant. This course provides a good foundation of knowledge and skills to help you reflect upon the types of ethical decisions and professional actions you will need to take throughout your career.

APA Style and Formatting

In this course, you will use current APA format for all discussions and assignments. To review APA style and formatting guidelines, refer to [APA Style and Format](#).

According to APA, all papers should include:

1. A title page.
2. The main body.
3. A reference page.

Double-space the entire document with 1-inch margins on all sides, and use a readable font—APA recommends using Times New Roman, 12 point font. At the top of every page, include a header (flush left) and a page number (flush right).

Kaltura Activities

As part of this course, you are required to record video presentations using Kaltura or similar software. Refer to [Using Kaltura](#) for more information about this courseroom tool.

To record audio, you will need a built-in or external microphone. To record video, you will need a built-in or external webcam. Make sure you set up and test your equipment ahead of time.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

SafeAssign

SafeAssign is a source matching tool that supports the development of your skills in preparing your written coursework. When you submit your work to SafeAssign, a report is generated that you can use to ensure that you have used your sources both ethically and effectively. The report will highlight any areas that could be of concern and might be considered plagiarism. SafeAssign does not provide feedback on your overall writing; it is only a tool to determine how well you have used your resources. It is very important that you always submit your work as a draft so that you can make revisions before submitting your final work for a grade.

You can learn more about how to use SafeAssign reports on the [SafeAssign Campus](#) page.

CACREP Alignment

COUN5217 Course Competencies	CACREP 2016 Standards
Integrate current ethical and legal codes to inform the responsible counseling practices used by licensed and certified counseling professionals.	MHC.21 - Legal and ethical considerations specific to clinical mental health counseling.

COUN5217 Course Competencies	CACREP 2016 Standards
	<p>MHC.3d - Strategies for interfacing with integrated behavioral health care professionals.</p> <p>SC.2n - Legal and ethical considerations specific to school counseling.</p> <p>2.F1b - The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation.</p> <p>2.F1c - Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.</p> <p>2.F1i - Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.</p>
<p>Articulate how state laws regulate and impact credentialing, certification, and licensing of counseling professionals.</p>	<p>MHC.2a - Roles and settings of clinical mental health counselors.</p> <p>MHC.2k - Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.</p> <p>2.F1g - Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (u03a1).</p> <p>2.F5e - The impact of technology on the counseling process.</p>
<p>Describe ethical and culturally relevant strategies for establishing and maintaining counseling relationships.</p>	<p>MHC.3c - Strategies for interfacing with the legal system regarding court-referred clients (u07a1).</p> <p>2. F1e - Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.</p> <p>2.F1j - Technology's impact on the counseling profession.</p> <p>2.F2d - The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.</p> <p>2.F2h - Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (u09a1).</p> <p>2.F5d - Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.</p>
<p>Communicate effectively through the appropriate application of grammar, punctuation, spelling, writing mechanics, and professional tone, while adhering to current APA formatting and style.</p>	

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Integrate current ethical and legal codes to inform the responsible counseling practices used by licensed and certified counseling professionals.

- 2 Articulate how state laws regulate and impact credentialing, certification, and licensing of counseling professionals.
- 3 Describe ethical and culturally relevant strategies for establishing and maintaining counseling relationships.
- 4 Communicate effectively through the appropriate application of grammar, punctuation, spelling, writing mechanics, and professional tone, while adhering to current APA formatting and style.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials**Required**

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Once the [Capella University Bookstore](#) opens for the quarter, as a registered learner you will receive an e-mail containing a direct link you can use to obtain your materials. Please follow the instructions provided to you by the bookstore to download digital materials. Some materials are available only in hard-copy format and will be shipped to you. The bookstore will indicate any materials that may involve shipping.

Book

Remley, T. P., Jr., & Herlihy, B. P. (2016). *Ethical, legal, and professional issues in counseling* (5th ed.). Boston, MA: Pearson. ISBN: 9780134061641.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Ametrano, I. M. (2014). [Teaching ethical decision making: Helping students reconcile personal and professional values](#). *Journal of Counseling & Development*, 92(2), 154–161.
- Bergman, D. M. (2013). [The role of government and lobbying in the creation of a health profession: The legal foundations of counseling](#). *Journal of Counseling & Development*, 91(1), 61–67.
- Birrell, P. J., & Bruns, C. M. (2016). [Ethics and relationship: From risk management to relational engagement](#). *Journal of Counseling & Development*, 94(4), 391–397. doi:10.1002/jcad.12097
- Calmes, S. A., Piazza, N. J., & Laux, J. M. (2013). [The use of touch in counseling: An ethical decision-making model](#). *Counseling and Values*, 58(1), 59–68.
- Elhai, J. D., & Hall, B. J. (2015). [How secure is mental health providers' electronic patient communication? an empirical investigation](#). *Professional Psychology: Research and Practice*, 46(6), 444–450.
- Field, T. A. (2017). [Clinical mental health counseling: A 40-year retrospective](#). *Journal of Mental Health Counseling*, 39(1), 1–11.
- Francis, P. C., & Dugger, S. M. (2014). [Professionalism, ethics, and value-based conflicts in counseling: An introduction to the special section](#). *Journal of Counseling & Development*, 92(2), 131–134.
- Harris, B., & Birnbaum, R. (2015). [Ethical and legal implications on the use of technology in counselling](#). *Clinical Social Work Journal*, 43(2), 133–141.
- Henderson, K. L. (2013). [Mandated reporting of child abuse: Considerations and guidelines for mental health counselors](#). *Journal of Mental Health Counseling*, 35(4), 296–309.
- Herlihy, B. J., Hermann, M. A., & Greden, L. R. (2014). Legal and ethical implications of using religious beliefs as the basis for refusing to counsel certain clients. *Journal of Counseling & Development*, 92(2), 148–153.
- Hiriscau, E. I., Stingelin-Giles, N., Wasserman, D., & Reiter-Theil, S. (2016). [Identifying ethical issues in mental health research with minors adolescents: Results of a Delphi study](#). *International Journal of Environmental Research and Public Health*, 13(5), 489.
- Hudgins, C., Rose, S., Fifield, P. Y., & Arnault, S. (2013). [Navigating the legal and ethical foundations of informed consent and confidentiality in integrated primary care](#). *Families, Systems, & Health*, 31(1), 9–19.
- Kaplan, D. M. (2014). [Ethical implications of a critical legal case for the counseling profession: Ward v. Wilbanks](#). *Journal of Counseling & Development*, 92(2), 142–146.
- Kaplan, D. M., Francis, P. C., Hermann, M. A., Baca, J. V., Goodnough, G. E., Hodges, ... Wade, M. E. (2017). [New concepts in the 2014 ACA code of ethics](#). *Journal of Counseling & Development*, 95(1), 110–120.
- Kimbel, T. M., Jacokes, D. E., & Stone, C. B. (2015). [An examination of the role of online technology in school counseling](#). *Professional School Counseling*, 18(2), 125.
- Kocet, M. M., & Herlihy, B. J. (2014). [Addressing value-based conflicts within the counseling relationship: A decision-making model](#). *Journal of Counseling & Development*, 92(2), 180–186.
- Letourneau, J. L. H. (2016). [A decision-making model for addressing problematic behaviors in counseling students](#). *Counseling and Values*, 61(2), 206–222. doi:10.1002/cvj.12038
- Levitt, D. H., Farry, T. J., & Mazzarella, J. R. (2015). [Counselor ethical reasoning: Decision-Making practice versus theory](#). *Counseling and Values*, 60(1), 84–99.
- Luke, M., Goodrich, K. M., & Gilbride, D. D. (2013). [Intercultural model of ethical decision making: Addressing worldview dilemmas in school counseling](#). *Counseling and Values*, 58(2), 177–194.
- Mork, M. J., Price, S., & Best, K. (2016). [Privacy versus care--the shifting balance in mental health](#). *Families, Systems & Health: The Journal of Collaborative Family Healthcare*, 34(1), 56–57.
- Ockerman, M. S., Mason, E. C. M., & Chen-Hayes, S. F. (2013). [School counseling supervision in challenging times: The CAFE supervisor model](#). *Journal of Counselor Preparation and Supervision*, 5(2), 44–57.
- Ostrowski, J., & Collins, T. P. (2016). [A comparison of telemental health terminology used across mental health state licensure boards](#). *The Professional Counselor*, 6(4), 387.
- Peterson, C. H., Lomas, G. I., Neukrug, E. S., & Bonner, M. W. (2014). [Assessment use by counselors in the United States: Implications for policy and practice](#). *Journal of Counseling & Development*, 92(1), 90–98.
- Reiner, S. M., Dobmeier, R. A., & Hernandez, T. J. (2013). [Perceived impact of professional counselor identity: An exploratory study](#). *Journal of Counseling & Development*, 91(2), 174–183.
- Richards, D., & Viganó, N. (2013). [Online counseling: A narrative and critical review of the literature](#). *Journal of Clinical Psychology*, 69(9), 994–1011.
- Sori, C. F., & Hecker, L. L. (2015). [Ethical and legal considerations when counselling children and families](#). *Australian and New Zealand Journal of Family Therapy*, 36(4), 450–464.
- Springer, S. I. (2016). [When values blur the lines: Navigating an ethical dilemma in school counseling](#). *The Journal of Counselor Preparation and Supervision*, 8(2).

- Stargell, N. A., Zoldan, C. A., Kress, V. E., Walker-Andrews, L. M., & Whisenhunt, J. L. (2017). Student non-suicidal self-injury: A protocol for school counselors. *Professional School Counseling*, 21(1), 37–46.
- Tarvydas, V., Vazquez-Ramos, R., & Estrada-Hernandez, N. (2015). Applied participatory ethics: Bridging the social justice chasm between counselor and client. *Counseling and Values*, 60(2), 218–233.
- Teixeira, V. B. (2017). Gatekeeping practices of counselor educators in master's level counseling programs. *Journal of Counselor Preparation and Supervision*, 9(1).
- Tillman, K. S., Prazak, M. D., Burrier, L., Miller, S., Benezra, M., & Lynch, L. (2015). Factors influencing school counselors' suspecting and reporting of childhood physical abuse: Investigating child, parent, school, and abuse characteristics. *Professional School Counseling*, 19(1), 103–115.
- Wilkinson, T., & Reinhardt, R. (2015). Technology in counselor education: HIPAA and HITECH as best practice. *The Professional Counselor*, 5(3), 407–418.
- Yeates, K. (2015). Informed consent in probation and parole settings. *Journal of Criminal Psychology*, 5(4), 279.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Counseling Association. (2014). 2014 ACA code of ethics. Retrieved from <http://www.counseling.org/knowledge-center/ethics>
- American Counseling Association. (n.d.). States that have adopted the ACA code of ethics [PDF]. Retrieved from <http://www.counseling.org/docs/default-source/licensure/state-licensure-boards-that-have-adopted-the-aca-code-of-ethics-%28pdf%29.pdf?sfvrsn=2>
- American Mental Health Counselors Association. (2020). AMHCA code of ethics [PDF]. Retrieved from <https://www.amhca.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=24a27502-196e-b763-ff57-490a12f7edb1&forceDialog=0>
- American School Counselor Association. (2016). ASCA ethical standards for school counselors [PDF]. Retrieved from <http://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
- Forester-Miller, H., & Davis, T. E. (2016). Practitioner's guide to ethical decision making (Rev. ed.) [PDF]. *American Counseling Association*. Retrieved from <http://www.counseling.org/docs/default-source/ethics/practitioner%27s-guide-to-ethical-decision-making.pdf>
- Kaplan, D., & Martz, E. (n.d.). Raising the bar for counselor educators [PDF]. *American Counseling Association*. Retrieved from: https://www.counseling.org/docs/default-source/ethics/ethics_nov_2014.pdf.
- National Board for Certified Counselors. (2016). National Board for Certified Counselors (NBCC) code of ethics [PDF]. Retrieved from <http://www.nbcc.org/Assets/Ethics/NBCCCodeofEthics.pdf>
- National Board for Certified Counselors. (n.d.). National Board for Certified Counselors (NBCC) policy regarding the provision of distance professional services [PDF]. Retrieved from <http://www.nbcc.org/Assets/Ethics/NBCCPolicyRegardingPracticeofDistanceCounselingBoard.pdf>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- Barden, S. M., & Greene, J. H. (2015). An investigation of multicultural counseling competence and multicultural counseling self-efficacy for counselors-in-training *International Journal for the Advancement of Counselling*, 37(1), 41–53.
- Bidell, M. P. (2014). Personal and professional discord: Examining religious conservatism and lesbian-, gay-, and bisexual-affirmative counselor competence. *Journal of Counseling & Development*, 92(2), 170–179.
- Cameron, S., & Turtle-Song, I. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling & Development*, 80(3), 286–292.
- Davis, T. O., & Cates, K. A. (2017). Mental health counseling and specialty courts. *The Professional Counselor*, 7(3), 251–258.

- Gilbride, D. D., Goodrich, K. M., & Luke, M. (2016). The professional peer membership of school counselors and the resources used within their decision-making. *The Journal of Counselor Preparation and Supervision, 8*(2).
- Homrich, A. M., DeLorenzi, L. D., Bloom, Z. D., & Godbee, B. (2014). Making the case for standards of conduct in clinical training. *Counselor Education and Supervision, 53*(2), 126–144.
- Lawson, G. (2016). A historical perspective on counselor licensure and accreditation. *Journal of Counselor Leadership and Advocacy, 3*(2), 71–84.
- Love, M. M., Smith, A. E., Lyall, S. E., Mullins, J. L., & Cohn, T. J. (2015). Exploring the relationship between gay affirmative practice and empathy among mental health professionals. *Journal of Multicultural Counseling and Development, 43*(2), 83–96.
- Mascari, J. B., & Webber, J. (2013). CACREP accreditation: A solution to license portability and counselor identity problems. *Journal of Counseling & Development, 91*(1), 15–25.
- Pope, K. S. (2015). Record-keeping controversies: Ethical, legal, and clinical challenges. *Canadian Psychology, 56*(3), 348–356.
- Robertson, D. L., & Avent, J. R. (2016). African American counselors-in-training, the black church, and lesbian-, gay-, and bisexual-affirmative counseling: Considerations for counselor education programs. *Counseling and Values, 61*(2), 223–238.
- Sotero, L., Major, S., Escudero, V., & Relvas, A. P. (2016). The therapeutic alliance with involuntary clients: How does it work? *Journal of Family Therapy, 38*(1), 36–58.
- Witt, K. J., Oliver, M., & McNichols, C. (2016). Counseling via avatar: Professional practice in virtual worlds. *International Journal for the Advancement of Counseling, 38*(3), 218–236.

External Resource

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- American Counseling Association. (n.d.) [HT047–The new 2014 code of ethics: An overview \[Audio podcast\]. | Transcript Retrieved](https://www.counseling.org/knowledge-center/podcasts/docs/default-source/aca-podcasts/ht043---the-new-2014-code-of-ethics-an-overview) from <https://www.counseling.org/knowledge-center/podcasts/docs/default-source/aca-podcasts/ht043---the-new-2014-code-of-ethics-an-overview>

Unit 1 >> Professional Identity and Ethical Codes

Introduction

This first unit introduces the philosophical roots that serve as the foundation of ethical practice and behavior in the field of counseling. The concepts of ethics, morality, law, professionalism, and best practice are defined as key aspects of a model that can be used to guide professional practice. Codes of ethics and legal standards are the guidelines professional counselors consult to make sound decisions when difficult issues arise in the practice of counseling.

As the profession of counseling changes over time, so do the professional codes that guide our behavior. The American Counseling Association (ACA) updates its *Code of Ethics* periodically to ensure they reflect current practice. The 2014 code (ACA, 2014) includes changes and updated language on counselor personal values, distance counseling, confidentiality, dual relationships, multiculturalism and diversity, use of technology, record keeping, diagnosis, end-of-life care, and selection of interventions. Additionally, there is guidance in the 2014 code on using social media with clients and students.

Professional identity is also grounded in philosophical underpinnings as well as its developmental evolution (Remley & Herlihy, 2016). Ways in which counseling varies from other mental health professions are highlighted, providing a way for learners to discern the framework of this profession. Credentialing, licensing, accreditation, and associations are key aspects of this profession.

The discussions and additional readings presented in this unit address the topics of professional identity and the *2014 ACA Code of Ethics*. These learning activities will provide the foundation for considering the many legal and ethical issues that will be explored throughout the course.

References

- American Counseling Association. (2014). *2014 ACA code of ethics*. Retrieved from <http://www.counseling.org/knowledge-center/ethics>
- Remley, T. P., Jr., & Herlihy, B. P. (2016). *Ethical, legal, and professional issues in counseling* (5th ed.). Boston, MA: Pearson.

Learning Activities

u01s1 - Studies

Readings

Use your *Ethical, Legal, and Professional Issues in Counseling* text to complete the following:

- Read Chapter 1, "Introduction," pages 1–24.

- Read Chapter 2, "Professional Identity of Counselors," pages 25–57.

Use the Internet to complete the following:

- Review the [2014 ACA Code of Ethics](#) from the American Counseling Association.
- Read "[States That Have Adopted the ACA Code of Ethics \[PDF\]](#)" from the American Counseling Association.

Use the Capella University Library to complete the following:

- Read Kaplan, D. M., Francis, P. C., Hermann, M. A., Baca, J. V., Goodnough, G. E., Hodges, S., ... Wade, M. E. (2017). [New concepts in the 2014 ACA code of ethics](#). *Journal of Counseling & Development*, 95(1), 110–120.

School Counseling learners, review:

- The American School Counselor Association's 2016 [ASCA Ethical Standards for School Counselors \[PDF\]](#).

Mental Health Counseling learners, review:

- The American Mental Health Counselors Association's 2020 [AMHCA Code of Ethics \[PDF\]](#).

Multimedia

Complete the following in preparation for this unit's assignment.

- Click [The ACA Ethical Code: History and Overview - Interview With Dr. Perry Francis](#) to view the presentation.

Optional Resources

- Listen to the American Counseling Association's podcast: [HT047–The New 2014 Code of Ethics: An Overview | Transcript](#).

u01s1 - Learning Components

- Learn about the ethical codes specific to the counseling profession.
- Learn about how ethical codes impact the counseling relationship.

u01d1 - Understanding Codes of Ethics

After reading the assigned material in this unit and carefully reviewing the *2014 ACA Code of Ethics*, select three ACA standards that you found stood out. Citing your text and assigned readings, address the following for each standard:

- Identify the standard by the ACA code designation (for example, A.1.a.) and summarize what stood out.
- Explore the importance of the standard with support from the readings. You may find the four philosophical beliefs in Chapter 2 of your *Ethical, Legal, and Professional Issues in Counseling* text helpful to consider.
- Compare the standards you identified in the ACA code to the ethical standards of your specialization's professional association (*AMHCA Code of Ethics* and *ASCA Ethical Standards for School Counselors*). Note any differences and explain how the more specific association standards help guide counselors in your specialization (Mental Health or School Counseling).

Your discussion should be written in your own words only using quotations (set off with quotation marks) when absolutely necessary to capture specific details. See "Direct Quoting, Paraphrasing, Summarizing," linked in the Resources, to help you distinguish how these three methods of integrating literature are different.

Response Guidelines

Respond to the initial discussion post of one other learner. What reactions do you have to the ideas the learner has presented? Include examples from your own experience to support your perspective, and raise questions to continue the dialogue.

Course Resources

Graduate Discussion Participation Scoring Guide

[2014 ACA Code of Ethics](#)

[APA Style and Format](#)

[Direct Quoting, Paraphrasing, Summarizing](#)

ASCA Ethical Standards for School Counselors [PDF]

Ethical, Legal, and Professional Issues in Counseling

[AMHCA Code of Ethics \[PDF\]](#)

u01d1 - Learning Components

- Learn about the different types of professionals a counselor may work with.
- Learn about the ethical codes specific to the counseling profession.
- Determine the proper application of APA formatting requirements.
- Develop communication appropriate for professional counseling settings.

u01d2 - Researching Counseling Credentials

Locate your state laws and regulations relating to the five areas of practice listed below. Use Capella's Licensure Resources, linked in the Resources for this discussion. The laws regulating the practice of counseling in your state can be found on your state counseling board website, or through your state counseling association. School counselors should check with the state board of education.

1. Review the state laws and regulations relating to the practice of counseling for your specialization. Within these regulations, locate the specific areas relating to:
 - Internship requirements (may include the fieldwork internship you complete during your degree program as well as any post-degree internship hours that you may need to collect).
 - Supervision (who can function as a supervisor in your state and what are the requirements for being a supervisor).
 - Licensing and certification (requirements and application process).
 - Continuing education requirements for licensed/credentialed counselors (how many hours will you need and how often).
 - Information about grounds for suspension or revocation of a license (list three specific things that can get you into trouble in your state).
2. Address how these laws impact counseling professionals in general.
3. Address how credentialing requirements are intended to protect the clients; that is, the consumers and the public.

Please be sure to cite the specific legal codes. For example: the Ohio Revised Code (ORC) #4757-13 discusses the licensing of counselors. Your discussion should be written in your own words only using quotations (set off with quotation marks) when absolutely necessary to capture specific details. See "Direct Quoting, Paraphrasing, Summarizing," linked in the Resources, to help you distinguish how these three methods of integrating the literature are different.

Response Guidelines

Respond to the initial discussion post of one other learner. What reactions do you have to the ideas the learner has presented? Include examples from your own experience to support your perspective, and raise questions to continue the dialogue.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[Licensure Resources](#)

[Direct Quoting, Paraphrasing, Summarizing](#)

u01d2 - Learning Components

- Implement research strategies to locate laws that inform counseling practices.
- Learn how laws apply to credentialing, certification, and licensing of counseling professionals.
- Determine the proper application of APA formatting requirements.
- Develop communication appropriate for professional counseling settings.

Unit 2 >> Multicultural Counseling, Client and Student Rights, and Counselor Responsibilities

Introduction

Professional counselors are expected to be culturally competent. The *2014 ACA Code of Ethics* highlights multicultural competence as a key aspect of ethical practice. Chapter 3 of your *Ethical, Legal, and Professional Issues in Counseling* text reviews the evolution of multicultural counseling and the ethical issues that may arise when working with clients from a wide range of sociocultural backgrounds. The text also addresses working with clients or students who are victims of discrimination, family law as it impacts gay and lesbian clients or students, and cultural issues that may emerge when doing crisis counseling.

Client and student rights and counselor responsibilities are the other main topics addressed in this unit. These are complex topics, covering areas from values conflicts to informed consent. Appendix B of your *Ethical, Legal, and Professional Issues in Counseling* text includes several examples of counseling disclosure and agreement forms. Also introduced in this unit are requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and other aspects of informed consent and disclosure of personal information.

References

- American Counseling Association. (2014). *2014 ACA code of ethics*. Retrieved from <http://www.counseling.org/knowledge-center/ethics>
- Remley, T. P., Jr., & Herlihy, B. P. (2016). *Ethical, legal, and professional issues in counseling* (5th ed.). Boston, MA: Pearson.

Learning Activities

u02s1 - Studies

Readings

Use your *Ethical, Legal, and Professional Issues in Counseling* text to complete the following:

- Read Chapter 3, "Multicultural Competence, and Social Justice," pages 58–78. In this chapter you will learn about important ethical and legal issues in counseling related to multicultural counseling and social justice. Goals of ethical multicultural practice are discussed.
- Read Chapter 4, "Client Rights and Counselor Responsibilities," pages 79–105.
- Read Appendix B, "Counseling Disclosure and Agreement Forms," pages 434–441.

Use the Capella University Library to complete the following:

- Read Francis, P. C., & Dugger, S. M. (2014). [Professionalism, ethics, and value-based conflicts in counseling: An introduction to the special section](#). *Journal of Counseling & Development*, 92(2), 131–134.
- Read Wilkinson, T., & Reinhardt, R. (2015). [Technology in counselor education: HIPAA and HITECH as best practice](#). *The Professional Counselor*, 5(3), 407–418.

Multimedia

- Click **Multicultural Competence – Case Study** to view the presentation.
 - This media piece provides vignettes related to multicultural competence. You will use the information in this interactive piece to participate in the first discussion in this unit.

Optional Readings

From the Capella University Library:

- Barden, S. M., & Greene, J. H. (2015). An investigation of multicultural counseling competence and multicultural counseling self-efficacy for counselors-in-training. *International Journal for the Advancement of Counselling*, 37(1), 41–53.
- Bidell, M. P. (2014). Personal and professional discord: Examining religious conservatism and lesbian-, gay-, and bisexual-affirmative counselor competence. *Journal of Counseling & Development*, 92(2), 170–179.
- Herlihy, B. J., Hermann, M. A., & Greden, L. R. (2014). Legal and ethical implications of using religious beliefs as the basis for refusing to counsel certain clients. *Journal of Counseling & Development*, 92(2), 148–153.
- Love, M. M., Smith, A. E., Lyall, S. E., Mullins, J. L., & Cohn, T. J. (2015). Exploring the relationship between gay affirmative practice and empathy among mental health professionals. *Journal of Multicultural Counseling and Development*, 43(2), 83–96.
- Robertson, D. L., & Avent, J. R. (2016). African American counselors-in-training, the black church, and lesbian-, gay-, and bisexual-affirmative counseling: Considerations for counselor education programs. *Counseling and Values*, 61(2), 223–238.

u02s1 - Learning Components

- Read about ethical issues in multicultural counseling.
- Identify institutional barriers clients and students may encounter that are rooted in bias.
- Identify ways bias may impede client/student progress.

u02s2 - Assignment - Preparation

Refer to the Capella library guide that best fits your career path to research codes of ethics and legal standards for practicing professional counselors.

- [Ethics and Standards for Professional Practice in Counseling](#).
- [Ethics, Standards, and Legal Information in School Counseling](#).

As you explored in Unit 1, review your own state laws that regulate the practice of counseling. A good place to begin is with the website of your state licensure or certification board, which should have links to the laws and regulations pertaining to the practice of counseling in your state. You may also be able to find relevant links to information via your state counseling association's website. **Hint: School counselors are most often regulated by the state board or department of education.**

Identify other professional associations' websites that provide information on ethical and legal standards for professional counselors. Here are a few for you to consider:

- [ASCA Ethical Standards for School Counselors \[PDF\]](#) from the American School Counselor Association.
- [AMHCA Code of Ethics \[PDF\]](#) from the American Mental Health Counselors Association.
- [National Board for Certified Counselors \(NBCC\) Code of Ethics \[PDF\]](#) from the National Board for Certified Counselors.

u02s2 - Learning Components

- Learn about the ethical codes specific to the counseling profession.
- Learn about specific state laws related to counseling practices.

u02d1 - Multicultural Competence - Case Study

Chapter 3 of your *Ethical, Legal, and Professional Issues in Counseling* text identifies three goals of multicultural competence: self-awareness, knowledge, and skills.

For this discussion, select the case vignette for your specialization (Mental Health or School Counseling) from the presentation, Multicultural Competence – Case Study, from this unit's first study and put yourself in the position of the counselor working with the clients or student in this situation.

- Identify the areas of multicultural competence needed for working with the clients or student.
- Explore how any biases you have might impact your reaction to the student or clients. What steps will you take to ensure ethical practice?
- Discuss the skills and intervention strategies you might need to work with the clients or student.

Support your ideas with references to the professional literature and specific codes that apply to this case from the *2014 ACA Code of Ethics* or the *2016 ASCA Ethical Standards for School Counselors*. Follow current APA style and formatting guidelines in your post and continue to practice integrating source material effectively to highlight your own critical thinking. View the resource "Improve Discussion Postings" for additional support.

Response Guidelines

Respond to the initial discussion post of one other learner. What reactions do you have to the ideas the learner has presented? Include examples from your own experience to support your perspective, and raise questions to continue the dialogue.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

[Improve Discussion Postings](#)

[2014 ACA Code of Ethics](#)

u02d1 - Learning Components

- Practice interpreting counseling-related information for different audiences.
- Determine the proper application of APA formatting requirements.
- Develop communication appropriate for professional counseling settings.

u02d2 - Informed Consent

As discussed in your *Ethical, Legal, and Professional Issues in Counseling* text, clients and students have the right to know about the counseling process and relationship prior to engaging in a counseling relationship with you. We call this process informed consent.

In this process, we give the client or student information, ensure that he or she understands this information, and obtain verbal and written consent for services.

For this discussion, write a summary of how you might discuss this with a client or student. Your summary will be different depending on the setting or the age of the person, so start by letting us know about the age of the client or student and create a fictionalized name. Provide a brief explanation of the client's or student's cultural background and presenting problem that could impact his or her ability to understand the counseling process. Address the client directly and explain the following information:

- How you will use the personal information.
- How you will keep the personal information private (consider whether there will be paper or electronic case notes).
- When you might need to disclose the personal information.
- How you will inform the client or student of his or her rights (that is, the right to revoke consent).

Provide specific examples to illustrate your ideas, and support them with citations for the professional literature when paraphrasing ethical standards or information from your text. Avoid using quotations that will be confusing and filled with unfamiliar terms for a client or student.

Follow current APA style and formatting guidelines in your post.

Response Guidelines

Respond to the initial discussion post of one other learner. What reactions do you have to the ideas the learner has presented? Include examples from your own experience to support your perspective, and raise questions to continue the dialogue.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

u02d2 - Learning Components

- Practice interpreting counseling-related information for different audiences.
- Identify how state laws protect both counselor and the public.
- Determine the proper application of APA formatting requirements.
- Develop communication appropriate for professional counseling settings.

Unit 3 >> Confidentiality and Privileged Communication

Introduction

This unit covers the areas of confidentiality and privileged communication. You will discuss the distinctions between privacy, confidentiality, and privileged communication, and explore the origins and rationale for each of these important aspects of ethical counseling.

There is a common belief that the counseling process is completely confidential. Although this is generally true, exceptions to confidentiality exist, and in some cases, breaking confidentiality is legally mandated (Remley & Herlihy, 2016). Counselors are required to know when they may share a client's or student's private information to provide more effective care, as well as the situations in which disclosing information is required for ensuring client or student safety or the safety of others. Knowledge of one's own state laws in these areas is essential.

References

Remley, T. P., Jr., & Herlihy, B. P. (2016). *Ethical, legal, and professional issues in counseling*. (5th ed.). Boston, MA: Pearson.

Learning Activities

u03s1 - Studies

Readings

Use your *Ethical, Legal, and Professional Issues in Counseling* text to complete the following:

- Read Chapter 5, "Confidentiality and Privileged Communication," pages 106–129.
- Read Appendix C, "Client Request Form to Transfer Records," page 442.
- Read Appendix D, "Client Permission Form to Record Counseling Session for Supervision Purposes," page 443.

Use the Capella University Library to complete the following:

- Read Bergman, D. M. (2013). The role of government and lobbying in the creation of a health profession: The legal foundations of counseling. *Journal of Counseling & Development, 91*(1), 61–67.
- Read Reiner, S. M., Dobmeier, R. A., & Hernandez, T. J. (2013). Perceived impact of professional counselor identity: An exploratory study. *Journal of Counseling & Development, 91*(2), 174–183.

Mental Health Counseling learners, use the Capella University Library to read at least **one** of the following:

- Hudgins, C., Rose, S., Fifield, P. Y., & Arnault, S. (2013). Navigating the legal and ethical foundations of informed consent and confidentiality in integrated primary care. *Families, Systems, & Health, 31*(1), 9–19.
- Henderson, K. L. (2013). Mandated reporting of child abuse: Considerations and guidelines for mental health counselors. *Journal of Mental Health Counseling, 35*(4), 296–309.
- Mork, M. J., Price, S., & Best, K. (2016). Privacy versus care--the shifting balance in mental health. *Families, Systems & Health: The Journal of Collaborative Family Healthcare, 34*(1), 56–57.

School Counseling learners, use the Capella University Library to read at least **one** of the following:

- Stargell, N. A., Zoldan, C. A., Kress, V. E., Walker-Andrews, L. M., & Whisenhunt, J. L. (2017). Student non-suicidal self-injury: A protocol for school counselors. *Professional School Counseling, 21*(1), 37–46.
- Tillman, K. S., Prazak, M. D., Burrier, L., Miller, S., Benezra, M., & Lynch, L. (2015). Factors influencing school counselors' suspecting and reporting of childhood physical abuse: Investigating child, parent, school, and abuse characteristics. *Professional School Counseling, 19*(1), 103–115.

Multimedia

- Click **Locating and Integrating State Laws and Ethical Codes** to view the presentation.
 - This media piece includes examples of issues presented in counseling situations that may include legal or ethical components. View this presentation in preparation for this unit's assignment.

u03s1 - Learning Components

- Learn about how counseling professionals work together to address client/student goals.
- Identify how state laws protect both counselor and the public.

u03d1 - Confidentiality – A Case Scenario

Professional counselors must follow legal and ethical guidelines to protect their clients' or students' privacy and confidentiality. However, they also need to protect their clients or students from self-harm and harm by others, and they need to protect other people from potentially dangerous clients or students. At times, these duties may limit a client's or student's right to confidentiality. State laws contain specific statutes or regulations that mandate

when a counselor must break confidentiality to protect clients or students from harm. Schools and agencies also have specific guidelines and policies that must be followed in such cases.

For this discussion, create a brief scenario for a client or student who is under the age of 18, reflective of the work you will do as a professional counselor, and who expresses one of the following:

- Thoughts of harm to self.
- Thoughts of harm to another.
- Disclosure of abuse.

Address all of the following in your case scenario:

- Include the student's or client's age and the setting in which you are working.
- Describe the specific steps you will take to assess the potential risk to or from your student or client.
- Discuss the guidelines you will follow to report if a minor has experienced abuse or is in jeopardy of being harmed. Locate the specific laws in your state that address mandated reporting procedures and cite the sections of these laws that would guide your actions.
- Explain how you will address informed consent and any exceptions to confidentiality with your student or client so that damage to the counseling relationship is minimized.

Include specific examples to illustrate your ideas, and support your discussion with references to state laws and regulations, the *2014 ACA Code of Ethics*, the *2016 ASCA Ethical Standards for School Counselors*, and articles from the professional literature. Follow current APA style and formatting guidelines in your post using quotations sparingly so your own analysis is clear.

Response Guidelines

Respond to the initial discussion post of one other learner. What reactions do you have to the ideas the learner has presented? Include examples from your own experience to support your perspective, and raise questions to continue the dialogue.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[ASCA Ethical Standards for School Counselors \[PDF\]](#)

[APA Style and Format](#)

[2014 ACA Code of Ethics](#)

u03d1 - Learning Components

- Identify state laws relevant to different counseling scenarios.
- Determine the proper application of APA formatting requirements.
- Practice interpreting counseling-related information for different audiences.

Unit 4 >> Records and Technology

Introduction

This unit covers the topics of records, subpoenas, and the use of technology in record keeping and communication. The creation and maintenance of records is a complex and important aspect of professional conduct. There are legal and ethical considerations, including the federal laws of HIPAA and the Family Educational Rights and Privacy Act (FERPA), types of records, and who has access to the records, as well as under what circumstances the records can be released. Increasingly sophisticated technology has further complicated this area, as records stored in this manner may be subject to unauthorized access (Remley & Herlihy, 2016).

The second topic in this unit relates to the growing influence of technology on the counseling field. The *2014 ACA Code of Ethics* includes a section that is devoted to this topic. Section H, "Distance Counseling, Technology and Social Media" (ACA, 2014), guides counselors who are inevitably encountering technology in their work. The *2016 ASCA Ethical Standards for School Counselors* also includes a section on technical and digital citizenship (A.14) and virtual/distance school counseling (A.15). It is imperative that we are all familiar with these new standards, as well as what our state laws and rules have to say about the use of technology in our field. Some states have very specific requirements for electronic service delivery. Do you know where your state stands on this issue? Hopefully, by the end of this unit you will.

References

- American Counseling Association. (2014). *2014 ACA code of ethics*. Retrieved from <http://www.counseling.org/knowledge-center/ethics>
- American School Counselor Association. (2016). *ASCA Ethical standards for school counselors*. Retrieved from <http://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
- Remley, T. P., Jr., & Herlihy, B. P. (2016). *Ethical, legal, and professional issues in counseling* (5th ed.). Boston, MA: Pearson.

Learning Activities

u04s1 - Studies

Readings

Use your *Ethical, Legal, and Professional Issues in Counseling* text to complete the following:

- Read Chapter 6, "Records and Subpoenas," pages 130–153.
- Read Chapter 10, "Technology in Counseling," pages 245–263.

Use the Capella University Library to complete the following:

- Read Harris, B., & Birnbaum, R. (2015). Ethical and legal implications on the use of technology in counselling. *Clinical Social Work Journal*, 43(2), 133–141.
- Read Ostrowski, J., & Collins, T. P. (2016). A comparison of telemental health terminology used across mental health state licensure boards. *The Professional Counselor*, 6(4), 387.

Use the Internet to complete the following:

- Read "National Board for Certified Counselors (NBCC) Policy Regarding the Provision of Distance Professional Services [PDF]" from the National Board for Certified Counselors.

Mental Health Counseling learners, use the Capella University Library to read:

- Elhai, J. D., & Hall, B. J. (2015). How secure is mental health providers' electronic patient communication? An empirical investigation. *Professional Psychology: Research and Practice*, 46(6), 444–450.

School Counseling learners, use the Capella University Library to read:

- Kimbel, T. M., Jacokes, D. E., & Stone, C. B. (2015). An examination of the role of online technology in school counseling. *Professional School Counseling*, 18(2), 125.

Multimedia

- Click **Ethical Issues in Record Keeping and Technology** to view the presentation.
 - You will use the scenarios presented in this media piece to complete the first discussion in this unit.

Optional Readings

From the Capella University Library:

- Cameron, S., & Turtle-Song, I. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling & Development*, 80(3), 286–292.
- Pope, K. S. (2015). Record-keeping controversies: Ethical, legal, and clinical challenges. *Canadian Psychology*, 56(3), 348–356.
- Witt, K. J., Oliver, M., & McNichols, C. (2016). Counseling via avatar: Professional practice in virtual worlds. *International Journal for the Advancement of Counseling*, 38(3), 218–236.

u04s1 - Learning Components

- Learn about the different types of technology employed in the counseling profession.
- Identify the steps in addressing issues related to using technology in the counseling profession.
- Describe how technology impacts different counseling relationships.

u04d1 - Ethics and Technology

Review the case vignettes in the presentation, Ethical Issues in Record Keeping and Technology, in this unit's study. Select one vignette and use it to address the following:

- Identify the possible record-keeping and technology issues in this situation and the relevant ethical standards (ACA and ASCA), state law, and the "National Board for Certified Counselors' (NBCC) Policy Regarding the Provision of Distance Professional Services."
- Develop a plan of action to address this situation citing the relevant ethical standards identified. Integrate the standards through paraphrasing and summarizing key ideas to minimize the use of quotations.

Include specific examples to illustrate your ideas, and support your discussion with references to the professional literature. Follow current APA style and formatting guidelines in your post.

Response Guidelines

Respond to the initial discussion post of one other learner. What reactions do you have to the ideas the learner has presented? Include examples from your own experience to support your perspective, and raise questions to continue the dialogue.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[National Board for Certified Counselors \(NBCC\) Policy Regarding the Provision of Distance professional Services \[PDF\]](#)

[2014 ACA Code of Ethics](#)

[ASCA Ethical Standards for School Counselors \[PDF\]](#)

[APA Style and Format](#)

[Ethical Issues in Record Keeping and Technology | Transcript](#)

u04d1 - Learning Components

- Identify ethical issues related to the use of technology in the counseling profession.
- Identify the steps in addressing issues related to using technology in the counseling profession.
- Determine the proper application of APA formatting requirements.
- Develop communication appropriate for professional counseling settings.

u04d2 - Creating Case Notes

Whether you are a mental health or a school counselor, taking careful case notes is an important part of your counseling process. Good case notes not only help you keep track of the work that you are doing with your client or student, they also protect you.

For this discussion, once again review the case vignettes in the presentation, Ethical Issues in Record Keeping and Technology, in this unit's study. Select one vignette and use it to discuss the following:

- Write a case note using the SOAP or DAP format that is presented on page 140 of your text, *Ethical, Legal, and Professional Issues in Counseling*. You may need to be creative and enhance the case study in order to write a comprehensive case note.
- Provide a summary of how you decided what information to include or exclude.

Support your summary with support from the unit readings. Follow current APA style and formatting guidelines in your post.

Response Guidelines

Respond to the initial discussion post of one other learner. What reactions do you have to the ideas the learner has presented? Include examples from your own experience to support your perspective, and raise questions to continue the dialogue.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

u04d2 - Learning Components

- Learn about different types of professional communication.
- Identify the steps in addressing issues related to using technology in the counseling profession.
- Determine the proper application of APA formatting requirements.

Unit 5 >> Boundary Issues

Introduction

This unit explores the complexities and potential outcomes of establishing and maintaining professional boundaries. It reviews the idea that boundary crossings may at times be beneficial to the therapeutic relationship (Remley & Herlihy, 2016), and addresses ethical decision making and cultural factors as issues that need to be considered in this area. Counselors who work in small towns or isolated areas may face some challenges when trying to avoid multiple relationships. In this unit, you will review the most common boundary violations, with special attention to dual relationships.

References

Remley, T. P., Jr., & Herlihy, B. P. (2016). *Ethical, legal, and professional issues in counseling* (5th ed.). Boston, MA: Pearson.

Learning Activities

u05s1 - Studies

Readings

Complete the following:

- Read Remley, T. P., Jr., & Herlihy, B. P. (2016). *Ethical, legal, and professional issues in counseling* (5th ed.). Boston, MA: Pearson.
 - Chapter 9, "Boundary Issues."
- Read Birrell, P. J., & Bruns, C. M. (2016). *Ethics and relationship: From risk management to relational engagement*. *Journal of Counseling & Development*, 94(4), 391–397.
- Read Calmes, S. A., Piazza, N. J., & Laux, J. M. (2013). *The use of touch in counseling: An ethical decision-making model*. *Counseling and Values*, 58(1), 59–68.
- Read Richards, D., & Viganó, N. (2013). *Online counseling: A narrative and critical review of the literature*. *Journal of Clinical Psychology*, 69(9), 994–1011.

Multimedia

Complete the following in preparation for this unit's assignment.

- Click **Collaboration Scenarios – School Counselor Scatterdesk** to view the presentation.
- Click **Collaboration Scenarios – Mental Health Counselor Scatterdesk** to view the presentation.

u05s1 - Learning Components

- Make connections between counseling scenarios and potential legal and ethical issues.
- Learn about ethical-decision making models in the counseling profession.

u05a1 - Collaborating With Human Services Professionals

For this assignment, review the collaboration scenarios in the presentations, Collaboration Scenarios – Mental Health Counselor Scatterdesk and Collaboration Scenarios – School Counselor Scatterdesk, in this unit's study, and select then one of the scenarios. You can click on the

word *transcript* next to the title of the media piece to view all the details on one page. Imagine that you are the counselor working with this student or client, and you will be serving as the lead person to coordinate efforts among the team of professionals at this setting.

Complete the following for the scenario you selected:

- Describe the role and function each professional would serve in terms of assessing or responding to any of the legal or ethical issues that may arise when working with this client or student. How does the quality of the interaction impact the service provided to the clients or students?
- Describe the responsibilities of each of the professionals as they collaborate to respond to legal or ethical issues described in the scenario.
 - What are the specific legal and ethical issues that the team will need to address?
 - Describe how the counselor in the scenario will collaborate with other human service and behavioral health professions to address the issues identified.
 - What institutional barriers may interfere with how the professionals work together to address the client or student goals?
- Include references to at least two specific state laws and two specific codes from the *2014 ACA Code of Ethics* and the *2016 ASCA Ethical Standards for School Counselors* that relate to your case.
- Develop an effective communication to the professional identified below:
 - **For the client in the mental health counselor scenario:** You and the client agree she would meet with a psychiatrist for an evaluation. Compose a letter that you would send, with the client's permission, to the psychiatrist who is not part of the clinic. In the letter, describe the reason for your referral, the relevant information you would like the psychiatrist to have about the client, and the information you would like to receive after the evaluation is completed. (You may need to make up some of the details about the client and your work with her.)
 - **For the student in the school counselor scenario:** Compose a letter that you would send, with the student's and his or her parents' permission, to the school psychologist who will be seeing the student for an evaluation. In the letter, describe the reason for your referral, the relevant information you would like the school psychologist to have about the student, and the information you would like to receive after the evaluation is completed. (You may need to make up some of the details about the student and your work with him.)

Submission Requirements

Your paper should meet the following requirements:

- **Written communication:** Develop accurate written communication and thoughts that convey the overall goals of the assignment and do not detract from the overall message. Your paper should demonstrate graduate-level writing skills.
- **References:** Your reference list must include at least two sources from current peer-reviewed journals. You must use current APA style to list your references. Refer to the APA Style and Format for more information.
- **Number of pages:** The length of your paper should be 3–5 double-spaced pages. **Note:** Page count does not include cover page or references.
- **Formatting:** Use current APA formatting, including correct in-text citations, proper punctuation, double-spacing throughout, proper headings and subheadings, no skipped lines before headings and subheadings, proper paragraph and block indentation, no bolding, and no bullets. Refer to the APA Style and Format for more information.

You are required to submit your final version of this paper to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits. Once the paper is finalized and all edits have been made, submit the final version to your instructor for grading using the following file naming format: Your_Name_AssignmentNumber_AssignmentTitle (example: Ima_Learner_u03a1_ClientDescription).

Verify you have reviewed your SafeAssign report by providing the following comment in the assignment area: "I verify that I have reviewed the SafeAssign report for this assignment and this work meets academic honesty expectations."

Be sure to read the Collaborating With Human Services Professionals Scoring Guide.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Collaboration Scenarios - School Counselor Scatterdesk](#) | [Transcript](#)

[How Do I Find Peer-Reviewed Articles?](#)

[Collaboration Scenarios - Mental Health Counselor Scatterdesk](#) | [Transcript](#)

Unit 5 Paper Template [DOC]

[APA Style and Format](#)

[Select the Best Databases](#)

[Selecting the Best Keywords](#)

u05d1 - Boundaries and Dual Relationships

Chapter 9 of your *Ethical, Legal, and Professional Issues in Counseling* text describes dual relationships as happening along a continuum from very harmful to beneficial to the client.

Provide a brief case vignette from your area of specialization that describes a dual relationship. The relationship could be either harmful or beneficial. Include the age of the student or client and the setting in which you are working. Describe the steps you will take to ensure that the relationships you develop with your students or clients and the decisions you make about boundaries in these relationships will be ethical, legal, and beneficial.

Support your ideas with reference to the professional literature and the *2014 ACA Code of Ethics* or the *2016 ASCA Ethical Standards for School Counselors*.

Follow current APA style and formatting guidelines in your post.

Response Guidelines

Respond to the initial discussion post of one other learner. What reactions do you have to the ideas the learner has presented? Include examples from your own experience to support your perspective, and raise questions to continue the dialogue.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[2014 ACA Code of Ethics](#)

[APA Style and Format](#)

[ASCA Ethical Standards for School Counselors \[PDF\]](#)

u05d1 - Learning Components

- Make connections between counseling scenarios and potential legal and ethical issues.
- Read how a counselor's personal values impact ethical decision making.
- Determine the proper application of APA formatting requirements.
- Identify the steps used to apply an ethical decision-making model in a counseling scenario.

Unit 6 >> Ethical Practice With Special Populations

Introduction

This unit focuses on the legal and ethical issues that emerge when working with special populations. Counselors who provide services to children and adolescents need to understand the rights of the minor clients or students they are working with, as well as the legal rights of the parents or guardians. State laws regarding parental consent for treatment and informed consent for minors need careful consideration, as do the legal and ethical standards addressing confidentiality and privileged communication with minors. In addition, it is critical for all counselors to understand how to manage relationships with clients who are involved in the legal system.

Limits to confidentiality and privacy for persons in counseling who are vulnerable and need additional protection are also addressed in the state laws and ethical standards, and this topic is a focus of Chapter 11 of your *Ethical, Legal, and Professional Issues in Counseling* text. Counselors have legal and ethical responsibilities to protect children, dependent adults, and elders who may be victims of abuse or neglect. Counselors also need to understand the situations in which they may need to break confidentiality when the person they are working with is a danger to themselves or others.

Chapter 12 of your *Ethical, Legal, and Professional Issues in Counseling* text reviews the ethical and legal issues that may arise when counseling couples, families, and groups.

References

Remley, T. P., Jr., & Herlihy, B. P. (2016). *Ethical, legal, and professional issues in counseling* (5th ed.). Boston, MA: Pearson.

Learning Activities

u06s1 - Studies

Readings

Use your *Ethical, Legal, and Professional Issues in Counseling* text to complete the following:

- Read Chapter 11, "Counseling Children and Vulnerable Adults," pages 264–288.
- Read Chapter 12, "Counseling Families and Groups," pages 289–310.

Use the Capella University Library to complete the following:

- Read Kaplan, D. M. (2014). Ethical implications of a critical legal case for the counseling profession: *Ward v. Wilbanks*. *Journal of Counseling & Development*, 92(2), 142–146.
- Read Kocet, M. M., & Herlihy, B. J. (2014). Addressing value-based conflicts within the counseling relationship: A decision-making model. *Journal of Counseling & Development*, 92(2), 180–186.
- Read Sori, C. F., & Hecker, L. L. (2015). Ethical and legal considerations when counselling children and families. *Australian and New Zealand Journal of Family Therapy*, 36(4), 450–464.
- Read Yeates, K. (2015). Informed consent in probation and parole settings. *Journal of Criminal Psychology*, 5(4), 279.

Optional Readings

From the Capella University Library:

- Davis, T. O., & Cates, K. A. (2017). Mental health counseling and specialty courts. *The Professional Counselor*, 7(3), 251–258.
- Sotero, L., Major, S., Escudero, V., & Relvas, A. P. (2016). The therapeutic alliance with involuntary clients: how does it work? *Journal of Family Therapy*, 38(1), 36–58.

u06s1 - Learning Components

- Identify steps to address issues when working with court-referred clients.
- Read about counseling responsibilities when working with clients/students involved with the legal system.
- Identify areas of multicultural competence needed to work with specific populations.

u06s2 - Assignment - Preparation

To prepare for your assignment due next week, research the state legal standards and ethical standards related to either Mental Health or School Counseling. Review the assignment requirements and scoring guide. In addition, review the resources below:

- American Counseling Association. (2014). 2014 ACA Code of Ethics.
- American Mental Health Counselors Association. (2020). AMHCA Code of Ethics [PDF].
- American School Counselor Association. (2016). ASCA Ethical Standards for School Counselors [PDF].
- National Board for Certified Counselors. (2016). National Board for Certified Counselors (NBCC) Code of Ethics [PDF]

u06s2 - Learning Components

- Learn about the ethical codes specific to the counseling profession.
- Learn about how ethical codes impact the counseling relationship.

u06d1 - Client and Student Rights and Ethical Behavior

Counselors who work with children and adolescents often need to balance their clients' or students' rights, their own views of moral and ethical behavior, and the demands of ethical codes and state laws.

Choose one of the following vignettes:

1. A 13-year-old boy describes himself as being gay and discloses he has been sexually intimate with his 17-year-old friend LeRoy for the past 3 months. He is worried he may have a sexually transmitted disease. He wants your advice and support but does not want you to tell his parents.
2. A 17-year-old girl reveals she is four months pregnant and is terrified to tell her parents or the father of the child—she believes they will force her to keep the baby. The girl admits she has already contacted a couple she found on the Internet to discuss placing the baby for adoption when it is born. She wants your help with her mood as she has been very sad and depressed.
3. A 16-year-old boy who has an underlying medical disorder that causes chronic pain reveals he has been receiving medical marijuana from his dad who has a medical marijuana card. He wants your help communicating with his teacher who feels he has been distant and sluggish in class.

Now, answer these questions:

- Is there anything in this vignette that is illegal? Cite your state law.
- Is there anything in this vignette that is unethical? Cite the relevant codes from the *2014 ACA Code of Ethics* or the *2016 ASCA Ethical Standards for School Counselors*.
- Is there anything in this vignette that conflicts with your personal beliefs? If so, discuss strategies to help you maintain your professional role and objectivity.

Follow current APA style and formatting guidelines in your post.

Response Guidelines

Respond to the initial discussion post of one other learner. What reactions do you have to the ideas the learner has presented? Include examples from your own experience to support your perspective, and raise questions to continue the dialogue.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[ASCA Ethical Standards for School Counselors \[PDF\]](#)

[ASCA Ethical Standards for School Counselors \[PDF\]](#)

[APA Style and Format](#)

[2014 ACA Code of Ethics](#)

u06d1 - Learning Components

- Make connections between counseling scenarios and potential legal and ethical issues.
- Determine the proper application of APA formatting requirements.
- Develop communication appropriate for professional counseling settings.

u06d2 - Court Involved Clients

Clients who are court ordered to seek treatment may present unique challenges when counselors are asked to communicate with the criminal justice system. Based upon the readings in this unit:

- Identify unique challenges to informed consent and confidentiality that arise when counselors are required to communicate with the courts or law enforcement (probation officers).
- Provide a specific example of a court mandated counseling referral you may encounter in a school or mental health setting.

Support your ideas with reference to the professional literature focusing on the articles included in this unit. Follow current APA style and formatting guidelines in your post.

Response Guidelines

Respond to the initial discussion post of one other learner. What reactions do you have to the ideas the learner has presented? Include examples from your own experience to support your perspective, and raise questions to continue the dialogue.

Course Resources

APA Style and Format

u06d2 - Learning Components

- Identify steps to address issues when working with court-referred clients.
- Read about counseling responsibilities when working with clients/students involved with the legal system.
- Identify steps when working with an interdisciplinary team in identifying and addressing legal and ethical issues.

Unit 7 >> Competence, Assessment, Diagnosis, and Professional Relationships

Introduction

This unit begins with an overview of competence as an ethical and legal concept. You will further understand this term in regard to the formal credentialing process, as well as the professional standards of knowledge, skills, and diligence. Impairment and burnout are also covered, which can lead to insidious problems such as personal distress, as well as larger issues that often result in malpractice claims and client injury.

Another major topic in this unit concerns assessment and diagnosis. In the course of their work, counselors may be asked to provide some form of assessment or evaluation of a client or student with whom they are working. At times, the counselor may be the person who selects, administers, and interprets standardized tests or assessment instruments to gather information for these types of evaluations. In other cases, the counselor may need to obtain and integrate assessments made by other professionals to determine the mental health needs and most-effective counseling approach for a client or student. Professional codes of ethics have specific standards relating to the areas of assessment and evaluation. Chapter 7 of your *Ethical, Legal, and Professional Issues in Counseling* text addresses many of the legal and ethical issues that may emerge.

Ethical and legal issues may emerge within the professional interactions counselors have with colleagues and other mental health professionals in their schools, agencies, and communities. Employer and employee relationships, consultation practices, and referral policies need to be established within ethical guidelines. Counselors who work in private practices or agencies where insurance policies and managed care plans influence the scope of counseling that can be offered to clients may face legal and ethical dilemmas when conflicts arise between the services their clients need and the services that third-party payers will reimburse. Chapter 13 of your *Ethical, Legal, and Professional Issues in Counseling* text reviews several types of legal and ethical issues that may arise within the scope of professional relationships and managed care.

References

Remley, T. P., Jr., & Herlihy, B. P. (2016). *Ethical, legal, and professional issues in counseling* (5th ed.). Boston, MA: Pearson.

Learning Activities

u07s1 - Studies

Readings

Use your *Ethical, Legal, and Professional Issues in Counseling* text to complete the following:

- Read Chapter 7, "Competence, Assessment, and Diagnosis," pages 154–187.
- Read Chapter 13, "Professional Relationships, Private Practice, and Health Care Plans," pages 311–337.

Use the Capella University Library to complete the following:

- Read Peterson, C. H., Lomas, G. I., Neukrug, E. S., & Bonner, M. W. (2014). [Assessment use by counselors in the United States: Implications for policy and practice](#). *Journal of Counseling & Development*, 92(1), 90–98.

Multimedia

- Click [A Colleague's Dilemma](#) to view the presentation.
 - You will use this presentation in the first discussion in this unit.

Assignment Preparation

Your Unit 7 assignment will require you to record a PowerPoint presentation using Kaltura software. To prepare, review the information at the following Campus page:

- [Using Kaltura](#).
 - **Note:** If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

Optional Readings

From the Capella University Library:

- Gilbride, D. D., Goodrich, K. M., & Luke, M. (2016). The professional peer membership of school counselors and the resources used within their decision-making. *The Journal of Counselor Preparation and Supervision, 8*(2).
- Lawson, G. (2016). On being a profession: A historical perspective on counselor licensure and accreditation. *Journal of Counselor Leadership and Advocacy, 3*(2), 71–84.
- Mascari, J. B., & Webber, J. (2013). CACREP accreditation: A solution to license portability and counselor identity problems. *Journal of Counseling & Development, 91*(1), 15–25.

u07s1 - Learning Components

- Learn about the different types of professionals a counselor may work with.
- Learn how the professional identity of the counselor supports working within a team.

u07a1 - Managing Counseling Relationships

For this assignment, complete the following:

Whether hoping to graduate and practice as a school counselor or mental health counselor, counselors will be expected to be able to present and substantiate themselves. You will record yourself in Kaltura presenting a PowerPoint presentation for this assignment. Your recording should be approximately five minutes in duration. For more information on recording a presentation, see [Using Kaltura](#), linked in the Resources. The resource [Getting Started with Kaltura Screen Capture \[PDF\]](#) can be helpful. Remember you need to also have your camera on and actually record yourself giving the presentation. Your recorded video should include (1) you presenting your information using video and audio and (2) the PowerPoint Presentation. To submit in your Unit 7 assignment area, please submit the link to your Kaltura video. In the text submission area, click the arrow next to mashups and then select the Kaltura video you would like to submit. **Note:** If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

Presentation Structure

Your presentation should abide by the following structure:

- **Slide One**
 - Title Page.
- **Slide Two**
 - Review the state laws and regulations relating to the practice of counseling for your specialization. These requirements help define the unique aspects of the relationship between counselors and the clients and students served. Describe how your state's legal standards help guide counselors to establish ethical relationships with clients and students through specific requirements (for example, informed consent, managing boundaries, and payment for services). Include ethical codes and state statutes which need to be considered for guiding the counselor.
- **Slide Three**
 - Identify any state requirements specific to distance counseling and the impact upon the counseling profession (work with the clients and supervisee).
- **Slide Four**
 - Describe how to communicate these requirements for diverse populations who may not understand professional jargon with a specific example related to distance counseling.
- **Slide Five: Case Application # 1**
 - Ethical standards (included in ACA, AMHCA, ASCA, and NBCC ethical codes) help to guide the relationship between counselors and clients and students. Review the case examples below and describe specific ethical standards and any relevant legal standards that guide counselors in your specialization to manage the relationship for the appropriate scenario below:
 - **Mental Health Counseling Learners, address the following:** The county mental health services department where you work has initiated a distance counseling option to increase access to residents who live in more rural areas of the county that are underserved. You are being asked to run a virtual support group for new parents. Your director has suggested that you use a live chat at set times to facilitate this group. Explain the challenges you will need to address to establish relationships with group members.

- **School Counseling learners, address the following:** Your school is establishing a new page on the school website to combat cyber-bullying. In addition to educational materials, a staff member proposes that there will be a link to open a chatbox that the school counselors will monitor. You recognize that this unsecured mode of communication will pose many ethical challenges. Explain this to the principal and explain how another option, such as secure email, may be more appropriate.
- **Slide Six: Case Application # 2**
 - Ethical standards (included in ACA, AMHC, ASCA, and NBCC ethical codes) help to guide the relationship between counselors and clients and students. Review the case examples below and describe specific ethical standards and any relevant legal standards that guide counselors in your specialization to manage the relationship for the appropriate scenario below:
 - **Mental Health Counseling learners, address the following:** Your client, Dillon, is on probation for receiving stolen goods (helped to resell items friends stole). She would like you to communicate with her probation officer to verify that she is making positive changes in her life. What do you need to do to help Dillon understand before you initiate contact with the probation officer? How will you manage the communication?
 - **School Counseling learners, address the following:** A student, Daryn, is returning to school after a brief suspension due to charges associated with selling drugs. You have an established relationship with Daryn and will continue to meet regularly. Daryn is on probation and the probation officer has reached out to request that you confirm attendance records and any disciplinary issues at school. How will you manage your relationship with Daryn and address the probation officer's request?
- **Slide Seven**
 - Reference Page.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Using Kaltura](#)

[How Do I Find Peer-Reviewed Articles?](#)

[APA Style and Format](#)

[Selecting the Best Keywords](#)

[Select the Best Databases](#)

[Writing Feedback Tool](#)

[Getting Started with Kaltura Screen Capture](#)

u07d1 - A Colleague's Dilemma

For this discussion, review the case vignette in the presentation, A Colleague's Dilemma, in this unit's study.

Discuss your reaction to Ricardo's approach to counseling and the decisions he has made to provide services to lower-income adolescents and families.

- Identify the key ethical issues in this case, with reference to the ACA or ASCA ethical code.
- Include the recommendations you might make to Ricardo in terms of the approach he is taking in his counseling practice, if you were one of his colleagues.

Support your ideas with references to your *Ethical, Legal, and Professional Issues in Counseling* text and at least one additional article from a current, peer-reviewed journal.

Follow current APA style and formatting guidelines in your post.

Response Guidelines

Respond to the initial discussion post of one other learner. What reactions do you have to the ideas the learner has presented? Include examples from your own experience to support your perspective, and raise questions to continue the dialogue.

[Graduate Discussion Participation Scoring Guide](#)

[ASCA Ethical Standards for School Counselors \[PDF\]](#)

[A Colleague's Dilemma | Transcript](#)

[How Do I Find Peer-Reviewed Articles?](#)

[APA Style and Format](#)

[2014 ACA Code of Ethics](#)

u07d1 - Learning Components

- Learn about how ethical codes impact the counseling relationship.
- Determine the proper application of APA formatting requirements.
- Identify ethical standards that guide counselors to prevent having their personal values impact their ability to resolve dilemmas.
- Develop communication appropriate for professional counseling settings.

Unit 8 >> Counselor Education, Supervision, and Consultation

Introduction

Counselors who provide education, training, and supervision have responsibilities to the profession, their learners and trainees, and the persons with whom these learners and trainees are working. Chapter 13 of your *Ethical, Legal, and Professional Issues in Counseling* text reviews several aspects of counselor education that require careful consideration: informed consent, experiential learning, evaluation, and relationship issues. Supervisors have an obligation to provide a thorough and fair assessment of their interns' competence while also protecting the welfare and safety of their clients and learners. Issues of confidentiality, privacy, due process, vicarious liability, and informed consent frequently arise within the supervision process.

References

Remley, T. P., Jr., & Herlihy, B. P. (2016). *Ethical, legal, and professional issues in counseling* (5th ed.). Boston, MA: Pearson.

Learning Activities

u08s1 - Studies

Readings

Use your *Ethical, Legal, and Professional Issues in Counseling* text to complete the following:

- Read Chapter 14, "Issues in Counselor Education," pages 338–357.
- Read Chapter 15, "Supervision and Consultation," pages 358–379.

Use the Capella University Library to complete the following:

- Read Letourneau, J. L. H. (2016). [A decision-making model for addressing problematic behaviors in counseling students](#). *Counseling and Values, 61*(2), 206–222.

Mental Health Counseling learners, read the following:

- Teixeira, V. B. (2017). [Gatekeeping practices of counselor educators in master's level counseling programs](#). *Journal of Counselor Preparation and Supervision, 9*(1).

School Counseling learners, read the following:

- Kaplan, D., & Martz, E. (n.d.). [Raising the bar for counselor educators \[PDF\]](#). *American Counseling Association*.
- Ockerman, M. S., Mason, E. C. M., & Chen-Hayes, S. F. (2013). [School counseling supervision in challenging times: The CAFE supervisor model](#). *Journal of Counselor Preparation and Supervision, 5*(2), 44–57.

Optional Readings

From the Capella University Library:

- Homrich, A. M., DeLorenzi, L. D., Bloom, Z. D., & Godbee, B. (2014). Making the case for standards of conduct in clinical training. *Counselor Education and Supervision*, 53(2), 126–144.

u08s1 - Learning Components

- Contrast the role of the counselor to other behavioral health professionals.
- Learn how the professional identity of the counselor supports working within a team.

u08s2 - Assignment - Preparation

In preparation for your assignment due in the next unit, you should be selecting an ethical decision-making model and analyzing its effectiveness. To assist you in your research, review pages 14–17 of your *Ethical, Legal, and Professional Issues in Counseling* text.

In addition, consider the models presented from a professional counseling journal of your choice, including:

- "[Practitioner's Guide to Ethical Decision Making \[PDF\]](#)" from Forester-Miller and Davis's 2016 article in the *American Counseling Association*.
- Intercultural Model from Luke, Goodrich, and Gilbride's 2013 article, "[Intercultural Model of Ethical Decision Making: Addressing Worldview Dilemmas in School Counseling](#)," in *Counseling and Values*.

Review the assignment and scoring guide to see requirements.

u08s2 - Learning Components

- Identify strengths and weaknesses of different ethical-decision making models in addressing specific counseling scenarios.
- Explore ethical-decision making models in addressing specific counseling scenarios.

u08d1 - Gatekeeping

Counselor educators and supervisors are seen as gatekeepers for the profession, ensuring that learners who graduate from their programs are competent to provide counseling services to the public. In many graduate counseling programs, attending personal counseling sessions is a requirement. Counseling is also frequently required in situations where learners are demonstrating problem behaviors and have been placed in a remediation program.

Describe how counselors-in-training in general can proactively identify when counseling services would be beneficial and how this can support their preparation for becoming professional counselors.

Support your ideas with references to specific ethical standards and to a minimum of one peer-reviewed article. You may consider optional articles from this unit. Follow current APA style and formatting guidelines in your post.

Response Guidelines

Respond to the initial discussion post of one other learner. What reactions do you have to the ideas the learner has presented? Include examples from your own experience to support your perspective, and raise questions to continue the dialogue.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

[Selecting the Best Keywords](#)

[Select the Best Databases](#)

How Do I Find Peer-Reviewed Articles?

u08d1 - Learning Components

- Learn about the different types of professionals a counselor may work with.
- Learn how laws apply to credentialing, certification, and licensing of counseling professionals.
- Determine the proper application of APA formatting requirements.
- Develop communication appropriate for professional counseling settings.

u08d2 - Counselor Supervision

Review the following:

- Section F, "Supervision, Training, and Teaching," from the *2014 ACA Code of Ethics*.
- Ethical standards related to supervision found within other ethical standards for your program or specialization (for example, "D. School Counseling Intern Site Supervisors" from the ASCA Ethical Standards for School Counselors).

Imagine you are interviewing for a potential fieldwork site placement:

- Describe the responsibilities of the supervisee and the supervisor.
- What questions would you have about how the supervision relationship would be structured (for example, frequency of meetings, method of evaluation)?

Follow current APA style and formatting guidelines in your post.

Response Guidelines

Respond to the initial discussion post of one other learner. What reactions do you have to the ideas the learner has presented? Include examples from your own experience to support your perspective, and raise questions to continue the dialogue.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[2014 ACA Code of Ethics](#)

[ASCA Ethical Standards for School Counselors \[PDF\]](#)

u08d2 - Learning Components

- Learn about the different types of professionals a counselor may work with.
- Learn about the ethical codes specific to the counseling profession.

Unit 9 >> Malpractice and Resolving Legal and Ethical Challenges

Introduction

In this unit, we will explore malpractice and the ethical and legal problems that can arise when clients are a danger to themselves or others. Several legal and ethical decision-making models will be presented, and we will explore how counselors can balance personal and professional values. Chapter 8 of your *Ethical, Legal and Professional Issues in Counseling* text also outlines guidelines for avoiding ethical and legal problems. Last, you will consider steps for responding to ethical complaints and methods for addressing unprofessional behavior in colleagues.

References

Remley, T. P., Jr., & Herlihy, B. P. (2016). *Ethical, legal, and professional issues in counseling* (5th ed.). Boston, MA: Pearson.

Learning Activities

u09s1 - Studies

Readings

Use your *Ethical, Legal, and Professional Issues in Counseling* text to complete the following:

- Read Chapter 8, "Malpractice and Resolving Legal and Ethical Issues," pages 188–215.

Use the Capella University Library and the Internet to read **one of** the following:

- Ametrano, I. M. (2014). Teaching ethical decision making: Helping students reconcile personal and professional values. *Journal of Counseling & Development*, 92(2), 154–161.
- Forester-Miller, H., & Davis, T. E. (2016). Practitioner's Guide to Ethical Decision Making [PDF]. *American Counseling Association*.
- Hiriscu, E. I., Stingelin-Giles, N., Wasserman, D., & Reiter-Theil, S. (2016). Identifying ethical issues in mental health research with minors adolescents: Results of a Delphi study. *International Journal of Environmental Research and Public Health*, 13(5), 489.
- Levitt, D. H., Farry, T. J., & Mazzarella, J. R. (2015). Counselor ethical reasoning: Decision-making practice versus theory. *Counseling and Values*, 60(1), 84–99.
- Luke, M., Goodrich, K. M., & Gilbride, D.D. (2013). Intercultural model of ethical decision making: Addressing worldview dilemmas in school counseling. *Counseling and Values*, 58(2), 177–194.
- Tarvydas, V., Vazquez-Ramos, R., & Estrada-Hernandez, N. (2015). Applied participatory ethics: Bridging the social justice chasm between counselor and client. *Counseling and Values*, 60(2), 218–233.

Multimedia

Click **Responding to Ethical and Legal Issues – Case Study** to view the presentation.

This presentation contains examples of issues presented in counseling situations that involve responding to ethical and legal issues presented by clients. View this presentation in preparation for this unit's assignment.

u09s1 - Learning Components

- Make connections between counseling scenarios and potential legal and ethical issues.
- Learn about different types of professional communication.

u09a1 - Responding to Ethical and Legal Issues

Review the case examples corresponding to your specialization in the media piece, Responding to Ethical and Legal Issues – Case Study, and then elect an ethical decision-making model. To aid in selection, first review pages 14–17 of the *Ethical, Legal, and Professional Issues in Counseling* text and the unit readings. You can also choose an ethical decision-making model from a current, peer-reviewed article in a professional counseling journal of your choice. Some examples include "A Practitioner's Guide to Ethical Decision Making" (Forester-Miller & Davis, 2016) and the Intercultural Model (Luke, Goodrich, & Gilbride, 2013)

- Analyze the effectiveness of the selected decision-making model and provide an example of how it might be used to resolve legal or ethical dilemmas when working with students or clients from diverse backgrounds.
- Utilize your chosen decision-making model to the case you reviewed. If you were the counselor working with this case, discuss how you would apply each step of the ethical decision-making model you have selected to respond effectively to these legal and ethical issues.
 - Include specific examples to illustrate the actions you would take at each step.
 - Include the specific ethical standards and state laws that you would consult when determining your response to the situation. How would these laws and standards influence the choices you might make in responding to the situation?
 - Describe how you would demonstrate developmental and cultural sensitivity when addressing the legal and ethical issues presented. Use specific examples to illustrate your ideas.
- Explain how your personal values and beliefs impact your understanding of the situation and the choices you might make when deciding how to respond to the legal and ethical issues that may arise in working with the client or student.
 - Include at least two examples of specific values and beliefs you hold that may influence your reactions to this case and the actions you may take.
 - Present at least two specific strategies that you will develop to address the influence that your personal values and beliefs may have on ethical decision making with clients or students.

Submission Requirements

Your paper should meet the following requirements:

- **Written communication:** Develop accurate written communication and thoughts that convey the overall goals of the assignment and do not detract from the overall message. Your paper should demonstrate graduate-level writing skills.
- **References:** Your reference list must include at least six sources. You must use current APA style to list your references. Refer to the APA Style and Format for more information.
- **Number of pages:** The length of your paper should be 8–10 double-spaced pages. **Note:** Page count does not include cover page or references.
- **Formatting:** Use current APA formatting, including correct in-text citations, proper punctuation, double-spacing throughout, proper headings and subheadings, no skipped lines before headings and subheadings, proper paragraph and block indentation, no bolding, and no bullets. Refer to the APA Style and Format for more information.

You are required to submit your final version of this paper to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits. Once the paper is finalized and all edits have been made, submit the final version to your instructor for grading using the following file naming format: Your_Name_AssignmentNumber_AssignmentTitle (example: lma_Learner_u03a1_ClientDescription).

Verify you have reviewed your SafeAssign report by providing the following comment in the assignment area: "I verify that I have reviewed the SafeAssign report for this assignment and this work meets academic honesty expectations."

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Responding to Ethical and Legal Issues - Case Study | Transcript](#)

[APA Style and Format](#)

Unit 9 Paper Template [DOC]

[Select the Best Databases](#)

[Selecting the Best Keywords](#)

[Writing Feedback Tool](#)

u09d1 - Ethical Decision-Making Models

Ethical decision-making models guide counselors through a structured process to address ethical or legal challenges that arise in the course of their professional practices. These models can help avoid making hasty decisions based upon first impressions that may lead a counselor to make ethical mistakes. When faced with an ethical or legal dilemma, a counselor is vulnerable to acting on his or her own biases or closely held values rather than taking in a broader perspectives.

Select two decision-making models discussed in the readings for this unit or introduced on page 14 of your *Ethical, Legal, and Professional Issues in Counseling* text. Address the following:

- Compare how the models guide counselors to seek additional information and consider broader points of view.
- Describe how one of the models could be particularly helpful in your future career setting (school or mental health).

Cite specific course readings or other scholarly sources to support your analysis.

Follow current APA style and formatting guidelines in your post.

Response Guidelines

Respond to the initial discussion post of one other learner. What reactions do you have to the ideas the learner has presented? Include examples from your own experience to support your perspective, and raise questions to continue the dialogue.

u09d1 - Learning Components

- Read how a counselor's personal values impact ethical decision making.
- Explore ethical-decision making models in addressing specific counseling scenarios.
- Determine the proper application of APA formatting requirements.
- Develop communication appropriate for professional counseling settings.

Unit 10 >> Ethical and Legal Issues in Counseling Research

Introduction

Counselors explore the effectiveness of the approaches they are using or the outcome of a program they have developed; they also write articles and make presentations about the work they are doing. This unit reviews the ethical and legal issues that may emerge when counselors are engaged in research and publication. Chapter 16 of your *Ethical, Legal, and Professional Issues in Counseling* text addresses the role of the researcher, diversity issues to consider when designing research, protection of participants, and accurate reporting of results.

This final unit integrates the information presented throughout the course, as you consider your ongoing development as ethical and responsible counseling professionals. In this unit, you will complete a quiz to consolidate your mastery of ethical and legal issues. This type of exercise requires you to critically think about the *2014 ACA Code of Ethics* and also aids in furthering your professional identity as a counselor.

References

- American Counseling Association. (2014). *2014 ACA code of ethics*. Retrieved from <http://www.counseling.org/knowledge-center/ethics>
- Remley, T. P., Jr., & Herlihy, B. P. (2016). *Ethical, legal, and professional issues in counseling* (5th ed.). Boston, MA: Pearson.

Learning Activities

u10s1 - Studies

Readings

Use your *Ethical, Legal, and Professional Issues in Counseling* text to complete the following:

- Read Chapter 16, "Professional Writing, Conducting Research, and Publishing," pages 380–398.

Mental Health Counseling learners, read the following:

- Field, T. A. (2017). Clinical mental health counseling: A 40-year retrospective. *Journal of Mental Health Counseling*, 39(1), 1-11.

School Counseling learners, read the following:

- Springer, S. I. (2016). When values blur the lines: Navigating an ethical dilemma in school counseling. *The Journal of Counselor Preparation and Supervision*, 8(2).

u10s1 - Learning Components

- Learn about how counseling professionals work together to address client/student goals.
- Make connections between counseling scenarios and potential legal and ethical issues.

u10d1 - Ethical Issues in Counseling Research

It is important that the approaches used by counselors and the counseling programs implemented in schools and agencies are effective for the clients and students who will be receiving these services. Counselors in the field often conduct research to test the effectiveness of their services. Consider one of the following questions that a counselor working in a school or agency may want to explore:

- Does completion of eight group counseling sessions help to decrease levels of social anxiety (or other symptoms or issues)?
- How do students or clients describe the experience of the counseling they have received and its impact on them?
- What is the effect of counseling for adolescents who report serious issues with substance abuse?

In your post, specify which of the questions above you are considering, and respond to the following:

What legal or ethical issues would you consider as you select participants, if you were granted permission to answer one of these questions through a structured study at your school or agency?

How would you address issues of informed consent and confidentiality for participants in the study? Cite specific areas of the *2014 ACA Code of Ethics* and other ethical guidelines to support your decisions.

Follow current APA style and formatting guidelines in your post.

Response Guidelines

Respond to the initial discussion post of one other learner. Find a learner who responded to a different question than you and discuss what other legal or ethical considerations you might have made, or how you might go about addressing informed consent and confidentiality in a different way.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[ASCA Ethical Standards for School Counselors \[PDF\]](#)

[How Do I Find Peer-Reviewed Articles?](#)

[2014 ACA Code of Ethics](#)

[APA Style and Format](#)

u10d1 - Learning Components

- Learn about how ethical codes impact the counseling relationship.
- Practice interpreting counseling-related information for different audiences.
- Determine the proper application of APA formatting requirements.
- Develop communication appropriate for professional counseling settings.

u10d2 - Final Reflection – Professional Identity

What has been important in this course to your own personal identity and future work as a counselor?

Provide three specific examples, and include a reference to one of the readings or to your *Ethical, Legal, and Professional Issues in Counseling* text for each one. How will you apply each of these areas in your work with clients during fieldwork and in the future?

Follow current APA style and formatting guidelines in your post.

Response Guidelines

Respond to the initial discussion post of one other learner. What reactions do you have to the ideas the learner has presented? Include examples from your own experience to support your perspective, and raise questions to continue the dialogue.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

APA Style and Format

u10d2 - Learning Components

- Read how a counselor's personal values impact ethical decision making.
- Learn how the professional identity of the counselor supports working within a team.
- Determine the proper application of APA formatting requirements.
- Develop communication appropriate for professional counseling settings.

u10q1 - Current Ethical and Legal Issues Quiz

To become a licensed professional counselor, you must pass a licensure examination. This may also be true to become a licensed/certified school counselor, although licensure examination requirements for school counselors vary from state-to-state. Typically, these are timed, multiple-choice tests that cover a wide range of counseling topics. This quiz is designed to prepare you for this type of testing format, while also testing your understanding of ethical and legal concepts presented throughout this course.

Directions

Read the following instructions before taking the quiz:

- You should complete the quiz in this unit.
- **You will be able to take this quiz two times and your best score will be recorded.**
- There is no time limit on this quiz.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.