# CNL-505 | Professional Counseling, Ethical, and Legal Considerations

# Syllabus

## COURSE DESCRIPTION

This course provides a broad understanding of counseling ethics, legal standards, and responsibilities, including professional identity, report writing, record keeping, and service reimbursement for clinical mental health and school counselors. Additionally, the history of and current trends in counseling are addressed. Important goals of this course are to help students develop a strong personal and professional ethic, as well as an appreciation of the value of professional collaboration and identity.

## CREDITS

3

## PREREQUISITES

None

## CO-REQUISITES

None

## REQUIRED COURSE MATERIALS

***Textbooks***

***Electronic Resources***

### Additional Course Information and Requirements

The information below is applicable to all students enrolled in any counseling program at Grand Canyon University.

### Required Program Material: DSM

***Diagnostic and Statistical Manual of Mental Disorders (DSM)***

Students of GCU's Counseling programs are required to possess a copy of the current version of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*). The manual will be used throughout your program. The *DSM*

will be used from course to course, so students who already own the current edition of the manual need not purchase another. Once purchased, students should keep the manual for all subsequent classes while attending GCU and for reference after graduation.

**Syllabus and Textbook Access**

Many states require syllabi for licensure. If you are required to provide syllabi, contact your Student Service Counselor (SSC) to request official copies. Textbooks delivered via BibliU are accessible through the BibliU library upon first access to the digital classroom. It is recommended you download the BibliU app to access your textbooks. If a textbook is not delivered through BibliU, make sure to save the e-book to your computer as a PDF file. If you have trouble saving the e-book, contact GCU Technical Support.

**Recommended Program Materials:**

***Publication Manual of the American Psychological Association***

GCU has made APA templates and other resources available within the Student Success Center. However, be aware that a more complete APA manual can be purchased at your own expense. To order the APA manual, please visit the American Psychological Association.

***International Classification of Disease***

Students are encouraged (not required) to familiarize themselves with the current version of the *International Classification of Disease* (*ICD*) reference.

https://www.apa.org/ (https://www.apa.org/)

**American School Counselor Association Ethical Standards for School Counselors**

This resource is specifically for school counselors in training. Follow the link to the "Legal and Ethical Responsibilities" page located on the ASCA website (2022). On the right of this page, there is a red box labeled 'Downloads' where you can access the 'ASCA Ethical Standards for School Counselors' PDF.

https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities (https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities)

**APA Formatting Tutorial**

Review the APA Formatting Tutorial for formatting assistance.

https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6 (https://www.gcumedia.com/lms-resources/student-success-center/?

mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6)

**ASCA School Counselor Professional Standards and Competencies**

https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf (https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf)

**CACREP Standards Mapping of Learning Outcomes**

The course objectives are informed by the identified 2016 CACREP standards. Where applicable, objectives clearly identify the standards addressed. Review the "CNL-505 CACREP Standards Mapping" document to see which specific CACREP standards are mapped to the course.

**California Specific Information: California Association for Licensed Professional Clinical Counselors**

Explore the “2014 ACA Code of Ethics” guide located on the California Association for Licensed Professional Clinical Counselors website.

http://calpcc.org/aca_code_of_ethics (http://calpcc.org/aca_code_of_ethics)

**California Specific Information: California Board of Behavioral Health**

Explore the Californian Board of Behavioral Health website for counseling information specific to the California.

http://www.bbs.ca.gov/ (http://www.bbs.ca.gov/)

**Clinical Mental Health Counseling e-Portfolio Requirements**

At the end of this program, you will be required to submit an electronic portfolio. The portfolio will highlight your progress and accomplishments as a developing clinical mental health counselor both academically and professionally. We recommend that you use Weebly or Google sites to create your portfolio. Attached are the portfolio requirements. Please make sure you have at least one artifact for each required section below. Please note, a few sections are optional.

**CMHC and SC Counselor in Training Handbook**

The "CMHC and SC Counselor in Training Handbook" is located on the Student Success Center website.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

**Counselor and Counseling Resource List**

Please refer to the “Counselor and Counseling Resource List” document to become familiar with a variety of resources available to you as a counselor in training.

https://cce.gcu.edu/ (https://cce.gcu.edu/)

**Counselor Licensure Requirements**

https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=6AFAA5CA-9EB9-E711-9224-005056A072B6&embed=true (https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=6AFAA5CA-9EB9-E711-9224-005056A072B6&embed=true)

**Disability Accommodation Policy and Procedures Statement**

Grand Canyon University (GCU) seeks to serve all students equally. This plan is established to provide all students with equal access to GCU’s programs, systems, and facilities. To receive accommodations through the University, students are required to complete the Accommodation Request Form and provide supporting documentation to Student Disability Services.

Note: GCU cannot provide accommodations that are not requested. Review the Student Disability Services section of the University Policy Handbook, located on the GCU website for specific information regarding the policy and procedures.

**GCU Counselor Dispositions**

Students in the Clinical Mental Health Counseling program should refer to the GCU "Counselor Dispositions” document, located in the Student Success Center.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

**GCU General Research Lib Guide**

Review the GCU General Research Lib Guide and read "Defining Scholarly Resources." You are required to support information provided in your assignments using scholarly resources.

http://libguides.gcu.edu/EvaluatingSources (http://libguides.gcu.edu/EvaluatingSources)

**GCU Library’s Academic Writing**

Refer to the GCU Library’s Academic Writing resources on the Academic Writing and Study Skills website to find writing resources and tutorials.

https://libguides.gcu.edu/writing/WritingTutorials (https://libguides.gcu.edu/writing/WritingTutorials)

**GCU SC Professional Disposition of Learners**

This resource is specifically for school counselors in training. Students in the School Counseling program should refer to the GCU "SC Professional Disposition of Learners" document, located in the Student Success Center.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

**GCU Writing Center**

Refer to the Writing Resources located on GCU's Student Success Center website for additional guidance on completing assignments in the appropriate style and academic level.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center)

**GCU Zoom Resources: Counseling and Social Work**

Please refer to the "GCU Zoom Resources: Counseling and Social Work" document to assist you with using a licensed Zoom account for your counseling or social work courses while you are a GCU student.

https://www.gcumedia.com/lms-resources/student-success-center-content/documents/chss/gcu-zoom-resources-counseling-and-social-work.pdf (https://www.gcumedia.com/lms-resources/student-success-center-content/documents/chss/gcu-zoom-resources-counseling-and-social-work.pdf)

**Issues and Ethics in the Helping Professions**

Corey, G., Corey, M. S., & Corey, C. (2019). *Issues and ethics in the helping professions* (10th ed.). Brooks/Cole Cengage Learning. ISBN-13: 9780357690048.

**LopesWrite**

Refer to the LopesWrite webpage for guidance regarding assignments requiring submission to LopesWrite.

https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite (https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite)

**Methods of Instruction**

The methods of instruction for this course may include but are not limited to lectures, small and large group discussion, guest speakers, individual assignments, group assignments, discussion questions, readings, videos, and online instruction.

**Related Counseling Dispositions**

For any courses that are shared between the Clinical Mental Health Counseling (CMHC) and School Counseling (SC) programs, please refer to the attached graphic for related dispositions between the two programs. If needed, please refer to the dispositions for each program for a full description. The graphic shows how the dispositions are related for both programs.

**Role Clarification for School Counselors in Training**

Throughout the program of study, school counselors in training will consider their counselor identity in the context of a school setting. School and clinical mental health counseling courses are integrated in order to best prepare graduates to serve children, adolescents, adults, and families who present multifaceted needs in both school and community settings. Since school counselors work in the education profession but are also well-versed in clinical mental health issues, the school counseling program will abide by the American School Counselor Association (ASCA) Code of Ethics and the Professional Dispositions of Learners.

**Special Ethical Issues in Different Counseling Environments**

http://lc.gcumedia.com/zwebassets/courseMaterialPages/pcn505_environments.php (http://lc.gcumedia.com/zwebassets/courseMaterialPages/pcn505_environments.php)

**Student Performance Evaluation Criteria and Procedures**

For specific information on the grading policies and procedures, please see the most current University Policy Handbook (UPH) located on the Academic Catalog and Policies page.

https://www.gcu.edu/academics/academic-policies.php (https://www.gcu.edu/academics/academic-policies.php)

**The National Certified School Counselor**

For school counselors in training, explore the "The National Certified School Counselor," section of the National Board for Certified Counselors (NBCC) website site in preparation for exams.

https://www.nbcc.org/certification/ncsc (https://www.nbcc.org/certification/ncsc)

**Zoom Access**

As directed by your instructor, access Zoom to complete your course assignments. Zoom can be accessed by clicking on the link below. When initially setting up your Zoom account, be sure to use your GCU email address.

https://www.gcumedia.com/digital-resources/zoom/2019/zoom-site-license_1e.php (https://www.gcumedia.com/digital-resources/zoom/2019/zoom-site-license_1e.php)

**INSTRUCTOR ONLY MATERIALS**

**CNL-505 Course Revision History**

**CNL-505 Discussion Questions**

**CNL-505 Quiz: Answer Key**

**CNL-505 School Counseling Resource**

## TOPICS, OBJECTIVES, AND COURSE CONTENT

### Topic 1: Introduction to Professional Orientation, Ethics, and Legal Standards

***Objectives:***

1.1: Examine the history, philosophy, and counseling theories in specialty areas of the counseling profession. [CACREP 2.F.1.a]

1.2: Explain the history and development of clinical mental health counseling or school counseling. [CACREP 5.C.1.a, 5.G.1.a]

1.3: Examine legal and ethical standards, best practices, technology, and current trends in the counseling field in order to successfully practice counseling in your state. [CACREP 2.F.1.h, 2.F.1.j, 5.C.2.l]

1.4: Examine moral principles that should guide the decision-making processes of professional counselors and evaluate how these principles are reflected in ethical decision-making models.

1.5: Identify your own personal attitudes and beliefs about professional ethics.

1.6: Identify how a counselor's personal life (including his/her needs and problems) and issues in the counselor/client relationship can contribute to ethical dilemmas and conflicts for the counselor.

1.7

Describe how being a member of state and national professional associations contribute to the development of professional identity.

***Topic Materials***

***Textbooks***

***Electronic Resources***

**ACA Code of Ethics**

Read the American Counseling Association (ACA) Code of Ethics.

http://www.counseling.org/knowledge-center/ethics (http://www.counseling.org/knowledge-center/ethics)

**ACA Divisions**

Read the "ACA Divisions" section of the American Counseling Association website.

https://www.counseling.org/about-us/divisions-regions-and-branches/divisions (https://www.counseling.org/about-us/divisions-regions-and-branches/divisions)

**ACA Milestones**

Read the "ACA Milestones" section from the American Counseling Association website.

http://www.counseling.org/about-us/about-aca/our-history/aca-milestones (http://www.counseling.org/about-us/about-aca/our-history/aca-milestones)

**American Association for Marriage and Family Therapy**

Explore the "American Association for Marriage and Family Therapy" website.

http://www.aamft.org/iMIS15/AAMFT/ (http://www.aamft.org/iMIS15/AAMFT/)

**American Association of Christian Counselors**

Explore the "American Association of Christian Counselors" website.

http://www.aacc.net/ (http://www.aacc.net/)

**American Mental Health Counseling Association**

Explore the American Mental Health Counselors Association website.

https://www.amhca.org/home (https://www.amhca.org/home)

**American School Counselor Association Ethical Standards for School Counselors**

This resource is specifically for school counselors in training. Follow the link to the "Legal and Ethical Responsibilities" page located on the ASCA website (2022). On the right of this page, there is a red box labeled 'Downloads' where you can access the 'ASCA Ethical Standards for School Counselors' PDF.

https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities (https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities)

**Board of Directors of the National Council for Behavioral Health**

Explore the Board of Directors of the National Council for Behavioral Health website.

https://www.thenationalcouncil.org/about-us/leadership-experts/board-of-directors/ (https://www.thenationalcouncil.org/about-us/leadership-experts/board-of-directors/)

**Christian Worldview Article**

Read the “Christian Worldview Article” document.

**Court: New California Law Could Threaten Rehab Program**

Read “Court: New California Law Could Threaten Rehab Program,” by Cuniff, from *McClatchy-Tribue Business News* (2015).

https://lopes.idm.oclc.org/login?url=http://search.proquest.com.lopes.idm.oclc.org/docview/1657192623?accountid=7374 (https://lopes.idm.oclc.org/login?url=http://search.proquest.com.lopes.idm.oclc.org/docview/1657192623?accountid=7374)

**Directory of Single State Agencies (SSA) for Substance Abuse Services**

Review the Directory of Single State Agencies (SSA) for Substance Abuse Services.

http://www.samhsa.gov/sites/default/files/ssadirectory.pdf (http://www.samhsa.gov/sites/default/files/ssadirectory.pdf)

**Economic Shocks and Public Health Protections in US Metropolitan Areas**

Read "Economic Shocks and Public Health Protections in US Metropolitan Areas," by Mays & Hogg, from *American Journal of Public Health* 2015).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=101703043&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?

direct=true&db=ehh&AN=101703043&site=ehost-live&scope=site)

**Expanding Coverage Gets Harder**

Read "Expanding Coverage Gets Harder," by Mulvany, from *Healthcare Financial Management* (2015).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=111489378&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=111489378&site=ehost-live&scope=site)

**Historical Counseling Timeline**

View the “Historical Counseling Timeline” media piece.

https://lc.gcumedia.com/mediaElements/gcu-sequence-application/v1.1/?mental-health-counseling (https://lc.gcumedia.com/mediaElements/gcu-sequence-application/v1.1/?mental-health-counseling)

**Information Specific to Maine**

Read "Information Specific to Maine" located on the National Board for Certified Counselors (NBCC) website. This resource is specific to those students planning to practice in Maine.

http://www.nbcc.org/Assets/StateForms/ME.pdf (http://www.nbcc.org/Assets/StateForms/ME.pdf)

**Issues and Ethics in the Helping Professions**

Read Chapters 1 and 2 in *Issues and Ethics in the Helping Professions*.

**Leading Change 2.0: Advancing the Behavioral Health of the Nation 2015-2018**

Review “Leading Change 2.0: Advancing the Behavioral Health of the Nation 2015-2018,” located on the Substance Abuse and Mental Health Services Administration website.

https://www.nasmhpd.org/sites/default/files/PEP14-LEADCHANGE2.pdf (https://www.nasmhpd.org/sites/default/files/PEP14-LEADCHANGE2.pdf)

**National Board for Certified Counselors**

Explore the National Board for Certified Counselors website.

http://www.nbcc.org (http://www.nbcc.org)

**New Concepts in the 2014 ACA Code of Ethics**

Read "New Concepts in the 2014 ACA Code of Ethics," by Kaplan et al, from *Journal of Counseling & Development* (2017).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=120533858&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=120533858&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

**The Historical Development of Professional Counseling and an Overview of Vocational Standards in the United States**

Read "The Historical Development of Professional Counseling and an Overview of Vocational Standards in the United States," by Arslan, from *International Journal of Eurasia Social Sciences* (2018).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=134654176&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=134654176&site=ehost-live&scope=site)

***Assignments:***

**CNL-505 Counseling Disposition Reflection Worksheet (Obj. 1.4, 1.5, and 1.6)**

Complete the "Counseling Disposition Reflection Worksheet."

Depending on your program of study, refer to the GCU Professional Dispositions of Learners or the GCU Counselor Dispositions in the Class Resources when completing this assignment.

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

***Discussion Questions:***

**Topic 1 DQ 1 (Obj. 1.3)**

Values can be found in the individual, ethics in groups or organizations, and laws in larger societies. What differences are there between values, ethics, and laws? Why are there ethics for counselors? Depending on your program of study, which codes of ethics will you abide by and why?

*This discussion question is informed by the following CACREP Standards:*

*2.F.1.j. Technology's impact on the counseling profession.*

*5.C.2.l. Legal and ethical considerations specific to clinical mental health counseling.*

**Topic 1 DQ 2 (Obj. 1.1, 1.2, and 1.7)**

Review the timeline located in the Topic 1 resources. In your opinion, what are the most important events on the timeline and why? Refer to the ACA milestones and ACA Divisions from the topic resources when considering your response. Choose a division and discuss its mission as well as its historical beginnings.

*This discussion question is informed by the following CACREP Standards:*

*2.F.1.a. History and philosophy of the counseling profession and its specialty areas.*

*2.F.1.h. Current labor market information relevant to opportunities for practice within the counseling profession.*

*5.C.1.a. History and development of clinical mental health counseling.*

*5.G.1.a. History and development of school counseling.*

***Participation:***

Topic 1 Participation : 20.0 points

**Topic 2: Professional Orientation, Licensing, and Credentialing**

***Objectives:***

2.1: Describe the key roles and functions of clinical mental health counseling or school counseling licensure/certification and credentialing boards and how such boards attempt to protect the public from substandard counseling practices. [CACREP 2.F.1.i, 5.G.2.l]

2.2:

Describe steps that counselors can take to minimize their professional liability and the likelihood that complaints will be filed against them for failing to maintain a professional standard of care.

2.3: Differentiate dynamics between private and public practice and professional obligations regarding report writing, record keeping, and service reimbursement. [CACREP 5.C.2.m]

***Topic Materials***

***Textbooks***

***Electronic Resources***

**Addiction Technology Transfer Center (ATTC) Network's Licensing & Certification Requirements**

Explore the Addiction Technology Transfer Center (ATTC) Network's Licensing & Certification Requirements website; in particular, familiarize yourself with certification requirements and the counselor training calendar.

https://attchub.org/certifications/search.aspx (https://attchub.org/certifications/search.aspx)

**Arizona Board of Behavioral Health Examiners**

Explore the Arizona Board of Behavioral Health Examiners website; in particular, familiarize yourself with credentialing requirements, liability insurance, malpractice, and how a counselor proceeds in such lawsuits.

http://www.azbbhe.us/ (http://www.azbbhe.us/)

**Feedback-Informed Treatment in a Private Practice Setting: Personal Advice and Professional Experience**

Read " Feedback-Informed Treatment in a Private Practice Setting: Personal Advice and Professional Experience," by Seidel, from *Feedback-Informed Treatment in Clinical Practice: Reaching for Excellence* (2017).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2017-23015-007&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2017-23015-007&site=ehost-live&scope=site)

**Initial Course Survey**

In an effort for continuous improvement, Grand Canyon University would like students to take this opportunity to provide feedback about their experiences with the university. Student participation is appreciated. Click on the link to begin the survey. Faculty need not respond to this survey.

https://www.surveymonkey.com/r/GCUICS?section_id=[section_id_value]&source_id=[source_id_value] (https://www.surveymonkey.com/r/GCUICS?section_id=[section_id_value]&source_id=[source_id_value])

**Issues and Ethics in the Helping Professions**

Read Chapters 2 and 8 in *Issues and Ethics in the Helping Professions*.

**Licensure Portability Through an Ethical Lens: Considering Multiple Stakeholders**

Read " Licensure Portability Through an Ethical Lens: Considering Multiple Stakeholders," by Bayne & Doyle, from *Journal of Mental Health Counseling* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=135785320&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=135785320&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

**Trends in Ethical Complaints Leading to Professional Counseling Licensing Boards Disciplinary Actions**

Read " Trends in Ethical Complaints Leading to Professional Counseling Licensing Boards Disciplinary Actions," by Wilkinson, Smith & Wimberly, from *Journal of Counseling & Development* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2019-01353-010&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2019-01353-010&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

**What Is Telemental Health?**

Read “What Is Telemental Health?,” from the National Institute of Mental Health (2021).

https://www.nimh.nih.gov/health/publications/what-is-telemental-health (https://www.nimh.nih.gov/health/publications/what-is-telemental-health)

***Assignments:***

***Discussion Questions:***

**Topic 2 DQ 2 (Obj. 2.2 and 2.3)**

What special precautions or practices should a private practitioner adopt in order to minimize professional liability and ensure that their treatment of clients remains soundly within the boundaries of professional practice standards? The American Counseling Association as well as individual state counseling associations (i.e., ICA, AzCA) provide a variety of resources to clinicians. Choose either the ACA, ASCA, or your state's counseling association. What are its member benefits, activities, services to members, and current issue? How could membership be especially helpful to the private practitioner? Summarize what the ACA or ASCA Code of Ethics says about the following: report writing, record keeping, and service reimbursement.

*This discussion question is informed by the following CACREP Standards:*

*2.F.1.f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues.*

*5.C.2.m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.*

**Topic 2 DQ 1 (Obj. 2.1)**

Janet has been seen by you for treatment of depression. During her intake assessment, she disclosed that she was in AA and had been sober for six months. Janet seems to be happy with her progress, but after a few sessions, she seems to be noncommunicative and upset. After six sessions, she discontinues therapy with you. You learn that she has engaged another counselor who treats alcohol use and co-occurring disorders. This morning you received notice from your licensing board that Janet filed a complaint against you alleging that you attempted to treat Janet's addiction to alcohol and that you did not have the expertise necessary to do so. You are a licensed professional counselor, but you have not obtained training in addictions. Based on this information, answer the following questions:

- Does Janet have a valid complaint? Why or why not?
- How would you respond to the licensing board complaint?
- How would you avoid this type of complaint in the future?
- How might this impact the school counselor's role if this were a student in the school setting?

*This discussion question is informed by the following CACREP Standards:*

*2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.*

*5.G.2.l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.*

***Participation:***

Topic 2 Participation : 20.0 points

**Topic 3: Values and Cultural Issues in Professional Ethics**

***Objectives:***

3.1: Explain the concept of therapeutic objectivity (or value objectivity) as a professional goal.

3.2: Examine how cultural factors and personal values affect the counseling relationship. [CACREP 5.C.2.j]

3.3: Identify legislation and government policy relevant to clinical mental health counseling or school counseling. [CACREP 5.C.2.i, 5.G.2.m]

***Topic Materials***

***Textbooks***

***Electronic Resources***

**ACA Code of Ethics**

Review the ACA Code of Ethics.

http://www.counseling.org/knowledge-center/ethics (http://www.counseling.org/knowledge-center/ethics)

**AMCD Multicultural Counseling Competencies**

Read “AMCD Multicultural Counseling Competencies.”

https://www.counseling.org/Resources/Competencies/Multcultural_Competencies.pdf (https://www.counseling.org/Resources/Competencies/Multcultural_Competencies.pdf)

**American Counseling Association Advocacy Competencies**

Read “American Counseling Association Advocacy Competencies," by Lewis, Arnold, House, & Toporek (2018).

https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-updated-may-2020.pdf?sfvrsn=f410212c_4 (https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-updated-may-2020.pdf?sfvrsn=f410212c_4)

**American School Counselor Association Ethical Standards for School Counselors**

This resource is specifically for school counselors in training. Follow the link to the "Legal and Ethical Responsibilities" page located on the ASCA website (2022). On the right of this page, there is a red box labeled 'Downloads' where you can access the 'ASCA Ethical Standards for School Counselors' PDF.

https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities (https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities)

**American Society of Addiction Medicine**

Explore the “American Society of Addiction Medicine” website.

https://www.asam.org/ (https://www.asam.org/)

**Application of a Faith-Based Integration Tool to Assess Mental and Physical Health Interventions**

Read “Application of a Faith-Based Integration Tool to Assess Mental and Physical Health Interventions,” by Saunders, Leak, Carver, & Smith, from *Journal of the Georgia Public Health Association* (2017).

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5771442/ (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5771442/)

**Christian Worldview Article**

Read the "Christian Worldview Article" document.

**Conscience Clauses and Sexual and Gender Minority Mental Health Care: A Case Study**

Read "Conscience Clauses and Sexual and Gender Minority Mental Health Care: A Case Study," by Grzanka, DeVore, Frantell, Miles & Spengler, from *Journal of Counseling Psychology* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2019-72466-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2019-72466-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

**House Bill 1840**

Read “House Bill 1840,” by Howell in preparation for Topic 3 DQ 2.

https://www.capitol.tn.gov/Bills/109/Bill/HB1840.pdf (https://www.capitol.tn.gov/Bills/109/Bill/HB1840.pdf)

**Issues and Ethics in the Helping Professions**

Review Chapter 1 and Read Chapters 3 and 4 in *Issues and Ethics in the Helping Professions*.

**Licensure Requirements Contract**

View the "Licensure Requirements Contract" media piece.

https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=6AFAA5CA-9EB9-E711-9224-005056A072B6&embed=true (https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=6AFAA5CA-9EB9-E711-9224-005056A072B6&embed=true)

**Multicultural Encounters: Counselors Share the Lessons They’ve Learned Along the Way in Their Efforts to Translate the Ideal of Multicultural Competence Into Practical Action**

Read "Multicultural Encounters: Counselors Share the Lessons They’ve Learned Along the Way in Their Efforts to Translate the Ideal of Multicultural Competence Into Practical Action," by Bray, from *Counseling Today* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=140282807&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=140282807&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

**Navigating Language Brokering in K-12 Schools**

Read "Navigating Language Brokering in K-12 Schools," by Tuttle & Johnson, from *Journal of Mental Health Counseling* (2018).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=132125277&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=132125277&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

**Practitioner's Guide to Ethical Decision Making**

Read "Practitioner's Guide to Ethical Decision Making," by Forester-Miller & Davis, from *American Counseling Association* (2016). This article can assist with the Topic 3 assignment.

https://www.counseling.org/docs/default-source/ethics/practioner-39-s-guide-to-ethical-decision-making.pdf?sfvrsn=f9e5482c_10 (https://www.counseling.org/docs/default-source/ethics/practioner-39-s-guide-to-ethical-decision-making.pdf?sfvrsn=f9e5482c_10)

**Putting Clients Ahead of Personal Values**

Read “Putting Clients Ahead of Personal Values,” by Shallcross, from *Counseling Today* (2010) in preparation for Topic 3 DQ 2.

https://ct.counseling.org/2010/11/putting-clients-ahead-of-personal-values/ (https://ct.counseling.org/2010/11/putting-clients-ahead-of-personal-values/)

**Spiritual and Religious Competencies**

Read the “Spiritual and Religious Competencies,” from ASERVIC (2021) in preparation for Topic 3 DQ 2.

https://aservic.org/spiritual-and-religious-competencies/ (https://aservic.org/spiritual-and-religious-competencies/)

**Statement on the Integration of Faith and Work**

Read the "Statement on the Integration of Faith and Work" from Grand Canyon University's One Foundation in preparation for Topic 3 DQ 2.

https://www.gcu.edu/sites/default/files/media/Documents/Statement-IFLW.pdf (https://www.gcu.edu/sites/default/files/media/Documents/Statement-IFLW.pdf)

**The “Conscience Clause” in Professional Training**

Read ‘The “Conscience Clause” in Professional Training,’ from *American Psychological Association* (2013) in preparation for Topic 3 DQ 2.

https://www.apa.org/ed/graduate/conscience-clause-brief (https://www.apa.org/ed/graduate/conscience-clause-brief)

**The ETHICS Model: Comprehensive, Ethical Decision Making**

Read "The ETHICS Model: Comprehensive, Ethical Decision Making," by Ling & Hauck, from *VISTAS Online* (2016). This article can assist with the Topic 3 assignment.

https://www.counseling.org/docs/default-source/vistas/the-ethics-model.pdf?sfvrsn=c9c24a2c_4 (https://www.counseling.org/docs/default-source/vistas/the-ethics-model.pdf?sfvrsn=c9c24a2c_4)

**Using an Ethical Decision-Making Model to Address Ethical Dilemmas in School Counseling**

Read "Using an Ethical Decision-Making Model to Address Ethical Dilemmas in School Counseling," by Brown, Armstrong, Bore & Simpson, from *Journal of School Counseling* (2017). This article can assist with the Topic 3 assignment.

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1158281&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1158281&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

***Assignments:***

**CNL-505 State Licensing Signature Form (Obj. 3.3)**

This assignment will help you to become familiar with the licensure and certification requirements in your state as well as the ethical guidelines and implications related to licensure.

Explore the "Licensure Requirements Contract" media piece in the Topic 3 Resources.

Read the ACA or ASCA Code of Ethics and your state's rules and laws related to licensure and certification for the field in which you are currently pursuing a degree from GCU. Access and sign the "Student Licensure and Certification Requirements Signature Form." Submit the signed form to your instructor.

You are not required to submit this assignment to LopesWrite.

*This assignment is informed by the following CACREP Standards:*

*5.C.2.i. Legislation and government policy relevant to clinical mental health counseling.*

*5.G.2.m Legislation and government policy relevant to school counseling.*

**Benchmark - Value Objectivity Paper (Obj. 3.1 and 3.2)**

Should a counselor remain value-objective about controversial issues presented by a client (such as abortion, suicide, adultery, drug use, domestic violence, child abuse)? Some counselors might argue that they should not self-disclose their values or criticize their clients for these behaviors, while others would say that expressing moral judgment is appropriate. Consider the information above, Chapter 3 of the textbook, and the articles focused on ethical decision-making models. This paper should be written in the third person. Write a 1,000-1,250-word paper addressing the following:

- Analyze the ethical implications of a counselor expressing their values to a client.
- Identify actions a counselor might take when confronted with clients they find difficult to treat due to differences in values/beliefs regarding one or more of the following issues: abortion, suicide, adultery, drug use, domestic violence, and child abuse.
- Identify some of the legislation and government policies related to clinical mental health counseling or school counseling.
- Identify factors that might lead a counselor to consider referring a client to another counselor.
- Describe steps a counselor should take if a referral is not an option and discuss a specific ethical decision-making model that would be used to ensure best practices.
- Be sure to use the ACA or ASCA Code of Ethics as guidelines when constructing your paper.
- Include three additional scholarly resources in your paper in addition to the course textbook.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

***GCU Benchmark Information***

*This benchmark assignment assesses the following programmatic competency and professional standards:*

*MS Clinical Mental Health Counseling; MEd School Counseling*

*2.3: Analyze ethical issues in the practice of professional counseling. [CACREP 2.F.1.i, 2.F.6.g; MC5]*

*This assignment is informed by the following CACREP Standard:*

*5.C.2.j. Cultural factors relevant to clinical mental health counseling.*

***Discussion Questions:***

**Topic 3 DQ 2 (Obj. 3.2)**

Arizona and Tennessee passed legislation to incorporate the “freedom of conscience” clause allowing professional counselors to legally refuse to offer counseling services to a client who does not share their religious beliefs. Review the ASERVIC Spiritual and Religious Competencies and the Statement on the Integration of Faith and Work located in the topic resources. Then, review “Putting Clients Ahead of Personal Values,” “House Bill 1840,” and 'The “Conscience Clause” in Professional Training’ in the Topic Resources. Select one of the three cases and discuss any ethical considerations and/or dilemmas related to the selected case. Include specific ethical codes that may guide your decision making as a culturally responsive counselor.

**Topic 3 DQ 1 (Obj. 3.2)**

How can multicultural competence be an ethical issue as it relates to professional standards regarding competence to practice? Present three examples of how a counselor's lack of cultural awareness could affect the quality and outcomes of counseling. What steps could be taken to ensure that counseling a client is both culturally responsive and ethical? How can the ACA, AACC, and/or ASCA Code of Ethics help you in providing treatment to someone with different values than your own? Cite a multicultural-related code from the ACA or ASCA Code of Ethics.

***Participation:***

Topic 3 Participation : 20.0 points

**Topic 4: Client Rights, Counselor Responsibilities, and Confidentiality**

***Objectives:***

4.1: Describe how the concepts of self-determination and informed consent are important foundations of an ethical counseling practice.

4.2:

Examine a counselor's professional roles and responsibilities, including client rights, confidentiality, and limits of confidentiality in various mental health settings. [CACREP 2.F.1.b, 2.F.1.l, 5.C.2.a]

4.3: Examine a counselor's roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.

4.4: Explain why careful documentation is both an ethical obligation and a legal protection for counselors.

4.5: Examine the role and process of the clinical mental health counselor or school counselor in advocating on behalf of the profession and the advocacy processes needed to address institutional and social barriers for clients. [CACREP 2.F.1.d, 2.F.1.e]

4.6: Examine initial intake ethical issues that may influence client attrition rates and establishing a collaborative therapeutic relationship between the client(s) and counselor.

4.7: Describe each specific situation of: autonomy, nonmaleficence, beneficence, justice, and fidelity when deciding to refer a client to another counselor or agency.

***Topic Materials***

***Textbooks***

***Electronic Resources***

**American Counseling Association: Governmental Affairs**

Explore the "Governmental Affairs" webpage on the American Counseling Association website to complete the Topic 4 assignment.

https://www.counseling.org/government-affairs (https://www.counseling.org/government-affairs)

**Counselor and Counseling Resource List**

View "Counselor and Counseling Resource List" on the Counseling Community Connections website to complete the T4 assignment.

https://cce.gcu.edu/ (https://cce.gcu.edu/)

**Elements of Informed Consent**

View the "Elements of Informed Consent" media piece located on the Student Success Center website.

https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=BD0F486B-A807-E811-953B-005056BD7343 (https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=BD0F486B-A807-E811-953B-005056BD7343)

**Issues and Ethics in the Helping Professions**

Read Chapters 5 and 6 in *Issues and Ethics in the Helping Professions*.

**School Counselors and Nurses: Collaborative Best Practices for Maintaining Confidentiality With Pregnant Adolescents**

Read "School Counselors and Nurses: Collaborative Best Practices for Maintaining Confidentiality With Pregnant Adolescents," by Grubbs, Muro & Clements, from *Practitioner Scholar: Journal of Counseling & Professional Psychology* (2016).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=115162657&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=115162657&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

**Social Justice Statement**

Please read the “Social Justice Statement” in the Counselor Identity Development section of the Counselor in Training Handbook. Consider the ways in which this will inform your counselor identity development and future professional practice.

***Assignments:***

**Counselor Ethics and Responsibilities Paper (Topic 4 Obj.)**

Access and review the "Counselor Ethics and Responsibilities Assignment Guidelines." Complete the paper according to the assignment guidelines.

Include at least six scholarly resources in addition to the textbook in your paper.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

*This assignment is informed by the following CACREP Standards:*

*2.F.1.d. The role and process of the professional counselor advocating on behalf of the profession.*

*2.F.1.e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.*

*2.F.1.l. Self-care strategies appropriate to the counselor role.*

*5.C.2.a. Roles and settings of clinical mental health counselors.*

*5.C.2.l. Legal and ethical considerations specific to clinical mental health counseling.*

*5.C.2.m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.*

***Discussion Questions:***

**Topic 4 DQ 1 (Obj. 4.1)**

Sheila came to your office about eight months ago seeking counseling. She stated that she, "hoped to save her marriage." After a few sessions with Sheila, you suggested that couples counseling might be helpful, but her husband, Roy, refused to participate. Three months ago, Sheila and Roy went through a very nasty breakup of their marriage, and now you have been subpoenaed to produce all of your records pertaining to Sheila's treatment. Sheila has told you not to comply with the subpoena. What should you do? Why? Describe the specific steps you would take in responding to the subpoena.

**Topic 4 DQ 2 (Obj. 4.2)**

Susan is a new client and a 22-year-old female who works as a receptionist in a doctor's office. She has just revealed to you during the intake session that she has recently lost interest in most activities, has been sleeping a great deal yet feels tired all the time, and sometimes wishes she could cease to exist. She mentioned feeling as though she has been "on an emotional roller coaster" during the past year, throughout her on-again/off-again relationship with a 35-year-old married man. The last breakup with him seemed final, and Susan has felt herself sinking deeper and deeper into depression ever since. When probed further about suicidal ideations, Susan admitted that she has considered killing herself, although she is uncertain whether or not she would actually do it. She said that she is currently in

possession of a gun that her friend allowed her to keep in her home following a rash of burglaries in the neighborhood, but she does not know whether she would actually use it.

You have consulted with your supervisor, who has agreed that Susan should be referred immediately for a psychiatric evaluation and has instructed you to arrange for Susan to go directly from your office to a nearby hospital. Susan told you that her mother accompanied her and is in the waiting room, but she has emphatically stated that she does not want her mother to know what is going on with her. How should this delicate situation be handled? Why? What are three ethical and/or legal concerns about this case?

*This discussion question is informed by the following CACREP Standard:*

*5.C.2.a. Roles and settings of clinical mental health counselors.*

***Participation:***

Topic 4 Participation : 20.0 points

**Topic 5: Managing Boundaries and Multiple Relationships: Making Ethical Decisions**

***Objectives:***

5.1: Describe the difference between crossing boundaries and violating boundaries.

5.2: Describe how a counselor who is contemplating crossing boundaries or engaging in a dual relationship with clients can ensure that his/her behavior remains within ethical practice guidelines.

5.3: Describe how the concepts of exploitation and client harm are evaluated within the framework of multiple relationships.

5.4: Identify ways in which an ethical counselor can handle issues of physical attraction that may occur between counselors and clients.

***Topic Materials***

***Textbooks***

***Electronic Resources***

**ACA Code of Ethics**

Review the ACA Code of Ethics.

http://www.counseling.org/knowledge-center/ethics (http://www.counseling.org/knowledge-center/ethics)

**American Mental Health Counselors Association Code of Ethics**

Read the American Mental Health Counselors Association (AMHCA) code of ethics.

https://www.amhca.org/publications/ethics (https://www.amhca.org/publications/ethics)

**American School Counselor Association Ethical Standards for School Counselors**

This resource is specifically for school counselors in training. Follow the link to the "Legal and Ethical Responsibilities" page located on the ASCA website (2022). On the right of this page, there is a red box labeled 'Downloads' where you can access the 'ASCA Ethical Standards for School Counselors' PDF.

https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities (https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities)

**Client Discovery of Psychotherapist Personal Information Online**

Read "Client Discovery of Psychotherapist Personal Information Online," by Kolmes & Taube, from *Professional Psychology: Research and Practice* (2016).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2016-11405-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2016-11405-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

**Issues and Ethics in the Helping Professions**

Read Chapter 7 in *Issues and Ethics in the Helping Professions*.

**So You Have an Ethical Dilemma?**

Review the attached poster “So You Have an Ethical Dilemma?,” by *American Counseling Association*.

***Assignments:***

***Discussion Questions:***

**Topic 5 DQ 2 (Obj. 5.3 and 5.4)**

How would you handle the following three situations? What would you do in each? What are some options when you cannot make a referral?

- Your client expresses emotional or physical attraction toward you, and you have similar feelings for your client.
- You have feelings of attraction toward your client, but you do not know if your client has similar feelings toward you.
- Your client expresses attraction to you, but you do not have any feelings of attraction toward your client.

**Topic 5 DQ 1 (Obj. 5.1 and 5.2)**

Based on your program of study, read the ACA or ASCA Code of Ethics located in the topic resources. Provide examples of dual relationships when these codes do not give definitive guidance about the appropriateness of the relationship. How should a counselor decide to enter or not enter into a dual relationship?

***Participation:***

Topic 5 Participation : 20.0 points

**Topic 6: Ethical Issues in Family and Group Work**

***Objectives:***

6.1: Describe the methods used to ensure family and group members understanding of confidentiality as well as how breaches of confidentiality will be managed.

6.2: Describe the specific ethical issues inherent in group counseling and identify ways that they can be managed by a professional counselor.

6.3: Describe the strategies for interfacing with the legal system regarding court-referred clients. [CACREP 5.C.3.c]

6.4: Identify professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling or school counseling. [CACREP 5.F.2.n, 5.C.2.k]

6.5: Determine the requirements for credentialing, licensure, certification, accreditation practices, and standards, including tiered levels, in the state in which the counselor in training plans to

practice clinical mental health counseling or school counseling and how public policy affects the requirements. [CACREP 2.F.1.g]

***Topic Materials***

***Textbooks***

***Electronic Resources***

**American Society of Addiction Medicine**

Explore the ASAM website.

https://www.asam.org/ (https://www.asam.org/)

**Arizona Board of Behavioral Health Examiners**

Explore the AZBBHE website.

http://azbbhe.us/ (http://azbbhe.us/)

**Clinical and Ethical Considerations for Delivering Couple and Family Therapy via Telehealth**

Read "Clinical and Ethical Considerations for Delivering Couple and Family Therapy via Telehealth," by Wrape & McGinn, from *Journal of Marital & Family Therapy* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=135876969&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=135876969&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

**Issues and Ethics in the Helping Professions**

Read Chapters 11 and 12 in *Issues and Ethics in the Helping Professions.*

**Parent and Youth Engagement in Court-Mandated Substance Use Disorder Treatment**

Read "Parent and Youth Engagement in Court-Mandated Substance Use Disorder Treatment," by Mauro, McCart, Sheidow, Naeger, & Letourneau, from *Journal of Child & Adolescent Substance Abuse* (2017).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2017-25290-008&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost

(https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2017-25290-008&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

**Privacy Breaches and Group Counseling**

Read "Privacy Breaches and Group Counseling," by Wheeler, from *Counseling Today* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=138467793&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=138467793&site=ehost-live&scope=site)

***Assignments:***

**Benchmark - State Credentialing Board Research Project (Obj. 6.1, 6.4, and 6.5)**

Access the "State Credentialing Board Research Project Instructions." Complete the project according to the assignment instructions.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.

***GCU Benchmark Information***

*This benchmark assignment assesses the following programmatic competencies and professional standards:*

*MS Clinical Mental Health Counseling*

*1.3: Demonstrate knowledge of requirements for licensure and certification for the practice of professional counseling. [CACREP 2.F.1.f, 2.F.1.g]*

*2.2: Examine legal and professional ethical standards of professional counseling. [CACREP 2.F.1.i] (MC5)*

*5.1: Differentiate between tiered levels of licensure or certification for professional counselors. [CACREP 2.F.1.g]*

*MEd School Counseling*

*8.3: Differentiate between tiered levels of licensure or certification for professional counselors. [CACREP 2.F.1.g]*

*This assignment is informed by the following CACREP Standards:*

*2.F.1.g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.*

*2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.*

*5.C.2.k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.*

*5.G.2.l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.*

***Discussion Questions:***

**Topic 6 DQ 1 (Obj. 6.3)**

You are a counselor working at a publicly funded alcohol and drug treatment program. Your client, Doug, attends one of your counseling groups. He has a previous conviction and is on probation for possession of an illegal substance. He also entered treatment as a court-referred client. Doug's probation officer is aware that Doug is in treatment, and the officer has sent you a letter requesting that you provide a progress report and an assessment of Doug's likelihood of relapse. The probation officer will use this information, if favorable, to petition the court for Doug's early release from probation.

Discuss your options and strategies for responding to the probation officer's request and describe what you would do. Cite relevant legal issues, including federal confidentiality and privacy regulations in your discussion. Identify the specific circumstances under which you would provide the information requested by the probation officer. How would you handle this differently if Doug were voluntarily attending the group?

*This discussion question is informed by the following CACREP Standard:*

*5.C.3.c. Strategies for interfacing with the legal system regarding court-referred clients.*

**Topic 6 DQ 2 (Obj. 6.2)**

Judith is a licensed professional counselor (LPC) in private practice. She has a contract to facilitate psycho-educational groups for students in a local public high school. Many of the students in her groups are dealing with the divorce of their parents. Judith has decided to create a specific psychoeducational group for adolescents whose parents are divorcing or divorced. What should be covered in her pregroup screening interviews with the students?

***Participation:***

Topic 6 Participation : 20.0 points

**Topic 7: Ethical Issues in Private Practice and Community Counseling**

***Objectives:***

7.1: Describe the ethical issues encountered by counselors who work in private and public mental health organizations and school settings. [CACREP 5.C.2.l, 5.G.2.m]

7.2: Present ethical ways that a counselor can manage limited resources, respond to discrimination, advocate for mental health clients and the counseling profession, and promote community change. [CACREP 2.F.1.d, 5.C.3.e]

7.3: Analyze ethical issues and practices related to record keeping, third party reimbursement, state insurance laws, managed care, and counselors as service providers in private and community-based practice. [CACREP 5.C.2.m]

7.4: Describe the ethical obligations and limitations that face counselors who work with clients who are the victims of discrimination, injustice, poverty, or lack of access to needed behavioral health services.

7.5: Describe the counselor’s ethical duty of utilizing best practice community interventions and programs.

7.6: Describe ethical implications of conducting community program assessment, program implementation, and evaluation.

7.7:

Synthesize ethical responsibilities regarding technology's impact on the counseling profession in a clinical counseling scenario. [CACREP 2.F.1.j]

7.8: Examine personal values and gender/cultural issues that may create ethical dilemmas in couples/family counseling.

***Topic Materials***

***Textbooks***

***Electronic Resources***

**American Counseling Association Advocacy Competencies**

Read "American Counseling Association Advocacy Competencies," by Lewis, Arnold, House, & Toporek (2018) in preparation for the Topic 7 assignment.

https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-updated-may-2020.pdf?sfvrsn=f410212c_4 (https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-updated-may-2020.pdf?sfvrsn=f410212c_4)

**Counseling Strategies for Empowering People Living in Poverty: The I-CARE Model**

Read "Counseling Strategies for Empowering People Living in Poverty: The I-CARE Model," by Foss, Generali, & Kress, from *Journal of Multicultural Counseling & Development* (2017).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a2h&AN=123996655&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a2h&AN=123996655&site=ehost-live&scope=site)

**Ethical Considerations: School Counseling in a Virtual Setting Part 1**

Watch "Ethical Considerations: School Counseling in a Virtual Setting Part 1," from the *American School Counselor Association* website (2019).

https://videos.schoolcounselor.org/ethics-virtual-school-counseling (https://videos.schoolcounselor.org/ethics-virtual-school-counseling)

**Fraud, Waste, and Excess Profits**

Read "Fraud, Waste, and Excess Profits," by Torrey, from *Psychiatric Times* (2015).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=112070359&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=112070359&site=ehost-live&scope=site)

**Issues and Ethics in the Helping Professions**

Read Chapter 13 in *Issues and Ethics in the Helping Professions*.

**Special Ethical Issues in Different Counseling Environments**

View the "Special Ethical Issues in Different Counseling Environments" media piece.

https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=12928628-AB07-E811-97C9-005056AA5859 (https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=12928628-AB07-E811-97C9-005056AA5859)

**Telehealth Bridging the Gap for Behavioral Health Patients**

Watch “Telehealth Bridging the Gap for Behavioral Health Patients,” by HIMSS (2020).

https://www.healthcareitnews.com/video/telehealth-bridging-gap-behavioral-health-patients (https://www.healthcareitnews.com/video/telehealth-bridging-gap-behavioral-health-patients)

***Assignments:***

**CNL-505 Scenario Analysis Worksheet (Obj. 7.1, 7.2, 7.3, 7.4, 7.7, and 7.8)**

Access the "Scenario Analysis Worksheet” document. Complete the assignment as described in the document.

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

You are not required to submit this assignment to LopesWrite.

*This assignment is informed by the following CACREP Standards:*

*2.F.1.d. The role and process of the professional counselor advocating on behalf of the profession.*

*2.F.1.j. Technology’s impact on the counseling profession.*

*2.F.5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.*

*2.F.5.e. The impact of technology on the counseling process.*

*5.C.2.l. Legal and ethical considerations specific to clinical mental health counseling.*

*5.C.2.m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.*

*5.C.3.e. Strategies to advocate for persons with mental health issues.*

*5.G.2.m. Legislation and government policy relevant to school counseling.*

***Discussion Questions:***

**Topic 7 DQ 1 (Obj. 7.5 and 7.6)**

You are the executive director of a small publicly funded behavioral health agency that serves indigent clients. After 10 years of being able to serve all clients seeking help, your agency has just received a 20% budget cut and must prioritize which services to discontinue and which clients to turn away. The community has many suggestions: stop serving undocumented immigrants and their children; stop serving substance abuse clients, limit all clients to six sessions, discontinue providing expensive services like psychiatry, lay off professional counselors and hire non-licensed paraprofessionals, stop providing counseling and instead simply offer peer self-help groups and parenting classes, serve only the most seriously ill (or the least seriously ill), and serve only children. How would you approach the difficult task of cutting services by 20% in a manner that reflects your ethical obligations as a community counselor? Would your plan differ if you were in a private sector? If yes, how? What criteria would you consider? What theoretical or standard of care practice will you follow to make a final decision about what to cut from your program? Reference the ACA or ASCA Code of Ethics to support your answer.

**Topic 7 DQ 2 (Obj. 7.3)**

A managed care clinician completed a utilization review and has just denied authorization for you to continue treating a client. You believe that the client could benefit from four additional sessions. At the same time, you understand that the managed care clinician must apply criteria of medical necessity to justify continued treatment, and you are aware that many of your agency's clients have problems much more severe than your client's. Make a list of all of the ways that you could try to ensure that the managed care system does not prevent you from giving your client the type and duration of treatment services that he or she needs.

Categorize each of the items into two groups reflecting those that would be considered professionally appropriate and ethical, and those that would be considered to be a violation of professional ethical standards.

*This discussion question is informed by the following CACREP Standard:*

*5.C.2.m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling*

***Participation:***

Topic 7 Participation : 20.0 points

**Topic 8: Professional Competence: Issues in Supervision and Consultation**

***Objectives:***

8.1: Describe how an ethical counselor addresses issues of professional competence in his or her own practice.

8.2: Compare and contrast the ethical issues involved in the counselor-client relationship to those involved in the supervisor-counselor relationship.

8.3: Describe a decision-making process that an ethical counselor can use to respond to issues of incompetence and/or other unethical conduct by fellow counselors.

8.4: Discuss the different roles of a counselor, supervisor, and consultant within the counseling field. [CACREP 2.F.1.m]

8.5: Analyze the role of counseling supervision in the profession. [CACREP 2.F.1.m, 5.G.2.m]

***Topic Materials***

***Textbooks***

***Electronic Resources***

**Exploration of Prelicensed Counselors' Experiences Prioritizing Information for Clinical Supervision**

Read "Exploration of Prelicensed Counselors' Experiences Prioritizing Information for Clinical Supervision," by Cook & Sackett, from *Journal of Counseling & Development* (2018).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=131719676&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=131719676&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

**Issues and Ethics in the Helping Professions**

Read Chapters 9 and 10 in *Issues and Ethics in the Helping Professions*.

**Professional Issues in School Counseling and Suicide Prevention**

Read "Professional Issues in School Counseling and Suicide Prevention," by Gallo, from *Journal of School Counseling* (2017)

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=132546649&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=132546649&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

**So You Have an Ethical Dilemma?**

Review “So You Have an Ethical Dilemma?,” by *American Counseling Association*.

***Assignments:***

**Benchmark - Counselor Ethical Boundaries and Practices* (Obj. 8.1, 8.2, 8.3, and 8.4)**

Access the "Counselor Ethical Boundaries and Practices Assignment Guidelines" document. Complete the project according to the assignment guidelines.

Include at least six scholarly resources in addition to the textbook in your paper.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center. An abstract is not required.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.

**This assignment is recommended as a representative artifact in your e-Portfolio.*

*This performance assessment assesses the Key Performance Indicator (KPI) for Professional Counseling Orientation & Ethical Practice.*

***GCU Benchmark Information***

*This benchmark assignment assesses the following programmatic competencies and professional standards:*

*MS Clinical Mental Health Counseling*

*1.2: Analyze independent and collaborative roles of the professional counselor. [CACREP 2.F.1.b, 2.F.6.a, 2.F.6.b, 2.F.6.c., 2.F.6.d, 2.F.6.e] (MC4)*

*2.1: Evaluate elements of counselor-client relationships within the practice of professional counseling, focusing on professional ethical standards. [CACREP 2.F.5.d] (MC3, MC5)*

*5.2: Recognize the importance of establishing and maintaining appropriate professional boundaries. [CACREP 2.F.1.l] (MC4)*

*MEd School Counseling*

*8.4: Recognize the importance of establishing and maintaining appropriate professional boundaries. [CACREP 2.F.1.l] (MC4)*

*This assignment is informed by the following CACREP Standard:*

*2.F.1.b. 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.*

*2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.*

***Discussion Questions:***

**Topic 8 DQ 2 (Obj. 8.5)**

Darla is a Master of Science in Clinical Mental Health Counseling student working at her practicum site. Mike is a practicum student assigned to the same practicum site as Darla. Both Darla and Mike report directly to the same site supervisor. About halfway through the practicum, Darla realizes that many of the clients assigned to Mike for counseling are coming to see her. Comments from Mike's clients have led Darla to believe that Mike is acting unethically. How should Darla handle this situation? What are the ethical and legal implications?

If Darla tells her supervisor, and her supervisor does not act on her concerns, what are the ethical and legal implications?

*This discussion question is informed by the following CACREP Standards:*

*2.F.1.m. The role of counseling supervision in the profession.*

*5.G.2.m. Legislation and government policy relevant to school counseling.*

**Topic 8 DQ 1 (Obj. 8.5)**

You are counseling in an agency or school setting in which your supervision consists of weekly group staff meetings. At these meetings, agency policies, procedures, and other administrative issues are discussed. You are uneasy with this situation because you believe that true clinical supervision would help you improve your counseling skills and your current work with clients. You are also aware that you need a minimum number of documented hours of clinical supervision in order to obtain your independent counseling license, and you wonder if your supervisor's brief notes about "staffing cases" as the activity in these staff meetings are sufficient documentation. Discuss the ethical issues involved in this situation, describe your options for how to proceed, and identify the option(s) you would choose. Explain your reasoning. Cite an ethical code in your response.

*This discussion question is informed by the following CACREP Standards:*

*2.F.1.m. The role of counseling supervision in the profession.*

*5.G.2.m. Legislation and government policy relevant to school counseling.*

***Participation:***

Topic 8 Participation : 20.0 points

**Gradebook**

| Assignment | Topic Due | Non Trad Points |
|---|---|---|
| CNL-505 Counseling Disposition Reflection Worksheet (Obj. 1.4, 1.5, and 1.6) | Topic 1 | 70 |
| CNL-505 State Licensing Signature Form (Obj. 3.3) | Topic 3 | 20 |
| Benchmark - Value Objectivity Paper (Obj. 3.1 and 3.2) | Topic 3 | 150 |
| Counselor Ethics and Responsibilities Paper (Topic 4 Obj.) | Topic 4 | 130 |
| Benchmark - State Credentialing Board Research Project (Obj. 6.1, 6.4, and 6.5) | Topic 6 | 150 |

| Assignment | Topic Due | Non Trad Points |
|---|---|---|
| CNL-505 Quiz | Topic 7 | 20 |
| CNL-505 Scenario Analysis Worksheet (Obj. 7.1, 7.2, 7.3, 7.4, 7.7, and 7.8) | Topic 7 | 70 |
| Benchmark - Counselor Ethical Boundaries and Practices* (Obj. 8.1, 8.2, 8.3, and 8.4) | Topic 8 | 150 |
| Discussion Questions | Topics 1-8 | 80 |
| Participation | Topics 1-8 | 160 |
| Total | | 1000 |

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