

**PROFESSIONAL ETHICS AND RESPONSIBILITIES (CLC 7770)**

Fall Semester 2019

Ashland Theological Seminary

Master of Arts in Clinical Mental Health Counseling

3 Credit Hours

Thursdays 8:00 a.m. - 9: 15 a.m. 9/3/20 - 12/17/20

Lee Wetherbee, Ph.D., L.P., LPCC-S

[lwetherb@ashland.edu](mailto:lwetherb@ashland.edu)

419-289-5995

**I. Course Description**

Students will receive an overview of significant professional, legal and ethical considerations applicable to the counseling process. Attention is also give to issues of licensure.

**II. Student Learning Outcomes:** At the end of this course, students will:

1. Articulate an ethical standard for Christian counselors including ethical challenges unique to the practice of Clinical Counseling within a Christian worldview. (PSO 1)
2. Distinguish limitations and liability risks related to Counseling. (PAO 1)
3. Critique each of the eight sections in essay or verbal form for each of the eight sections of the 2014 version of the A.C.A. ethical standards. (KO9)
4. Demonstrate skills in analyzing and avoiding common concerns leading to malpractice and civil action. (PSO 1)

*This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a combination of face-to-face sessions and digital activities/lectures (virtually or in-person), or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.*

**III. KNOWLEDGE BASE**

- A. Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure:** This course meets the Ohio Administrative Code (OAC) requirement for section 4757.23(C) (1) Professional ethics and responsibilities
- B. CACREP CMHC Standards Met in this Course Include:**
  - F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**
    - 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
- c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
  - d. The role and process of the professional counselor advocating on behalf of the profession
  - e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
  - f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues
  - g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
  - j. Technology's impact on the counseling profession
  - k. Strategies for personal and professional self-evaluation and implications for practice
  - l. Self-care strategies appropriate to the counselor role
  - m. The role of counseling supervision in the profession

#### IV. REQUIRED TEXTS

Remley, T.P. and Herlihy, B. (2016). *Ethical, Legal and Professional Issues in Counseling*. (5<sup>th</sup> Edition) Pearson: Upper Saddle River, N.J. ISBN 978-0-13-406164-1

Wheeler, A.M. and Bertram, B. (2015) *The Counselor and the Law: A Guide to Legal and Ethical Practice*. (Seventh Edition) ACA: Alexandria, VA. ISBN 978-1-55620-350-3\*

\*note that if you are an ACA member this text is available at a discount.

#### Additional Required Resources (available online for free download)

- American Counseling Association Code of Ethics, 2014 edition (<http://www.counseling.org>)
- Counselor, Social Worker and Marriage and Family Therapist Board *Ohio Laws and Rules*, available online at <http://www.cswmft.ohio.gov> (Ohio Revised Code section 4757 and Ohio Administrative Code section 4757).
- Resources listed as 'online' are provided via the Blackboard Learning Management System.

#### V. CLASS SCHEDULE (Tentative and therefore Subject to change)

Week/ Session #	Date	Lecture/Topics	Readings, Assignments
1	9/3	ACA foundations, ACA Code of Ethics overview	None

2	9/10	History of the counseling profession, distinctive nature of Christian Counseling	Remley & Herlihy (R&H) chapter 1, Appendix A Wheeler and Bertram (W & B) chapter 1, ORC section 4757.01 ABDEF, ORC. 4757.02 <sup>1</sup>
3	9/17	Christian Ethics, Counselor Professional Identity	R&H chapter 2, W & B chapter 2, Rules and Law 4757.23, OAC 4757-1-04, 1-05. <sup>2</sup> View Ohio CSWMFT Board Rules and Laws video
4	9/24	Multicultural competence, introduction to values and informed consent in professional relationships.	<b>Self care plan due</b> , R & H Chapters 3, 4; W & B chapters 3, 4, OAC 4757-5-01

5	10/1	Confidentiality and Privileged Communication	R & H Chapter 5, W & B chapters 5, 8; OAC 4757-5-02
6	10/8	Competence and malpractice, ethical decision making models	<b>Quiz 1 due</b> , R & H chapter 7
7	10/15	Boundaries, electronic record keeping, social media	R & H chapter 8, W & B chapter 9; OAC 4757-5-03, 4757-5-04
8	10/22	n/a	<b>Midterm Examination</b>
9	10/29	Issues specific to child clients, other vulnerable clients	<b>Quiz 2 due</b> , R & H chapter 9, W & B chapter 6; OAC 4757-5-05, 4757-6-01
10	11/5	Issues specific to family and group counseling, sexual minority clients.	R & H chapter 10; legal cases on Blackboard LMS
11	11/12	Electronic counseling, relationships with other professionals	R & H chapter 12, W & B chapter 7, 10; Hill and Mamalakis (2005) on Blackboard LMS as a PDF file.
12	11/19	Counselor Education and competence, multiple relationships	<b>Quiz 3 due</b> ; R & H chapter 13; W & B chapter 12
13	12/3	Supervision (Dr. Mann) Consultation (Dr. Wetherbee)	R & H chapter 14; OAC 4757-17-01
14	12/10	Ethics and Tele mental health, electronic records, boundaries	<b>Final Group response paper due</b> (8:00 a.m.); R & H chapter 15; OAC 4757-5-07, 4757-5-08, 4757-5-09, 4757-5-13
15	12/17	Self Care and ethics	<b>Final examination due</b> John Ortberg, Dallas Willard articles posted on Blackboard LMS; ACA self care resources available at counseling.org

<sup>1</sup> A PDF copy of the CSWMFT Rules and Laws (AKA ORC for our purposes) is posted in the Blackboard LMS for these readings.

<sup>2</sup> A Hyperlink to the Ohio Administrative Code (OAC) is available in the learning module for Week 2 to enable you to read the pertinent sections. Refer to this link in subsequent weeks' readings of the OAC.

## VI. GRADING ELEMENTS

Student grades will be assigned based upon the following distribution of points. (please note that the Seminary's grading scale will be used):

### 1. Self Care Plan (6%)

Self-care is essential for the counseling student's physical, emotional, social, and spiritual well-being yet it is all too easily neglected. Students will design and submit a personalized plan for self-care throughout this semester using the "Clinical Mental Health Counseling Program: Self-Care Plan Suggested Guidelines" provided. This assignment will be graded based upon completion and submission of the self-care plan.

### 2. Take Home Quizzes (22%)

Three take home quizzes will be completed according to the course schedule. These quizzes will be objective and cover material from the assigned readings and class lectures are available for completion on the Blackboard LMS for this course and must be received by the professor by the scheduled due date. Open book and notes but do your own work please.

### 3. Group response to ACA Ethics Vignette (25%)

Students will be presented with the opportunity to refine their ethical decision making by working in small groups to process a complex ethics vignette using the "Group Response to ACA Ethics Vignette Guidelines" provided. In this vignette students are expected to employ the knowledge and skills being learned throughout the course to seek a deeper understanding of ethical practice. The student's grade will be based upon a combination of professionalism (e.g., spelling, grammar), synthesis of the cited literature, application of appropriate ethical guidelines (e.g., ACA code, Ohio law), depth of exploration of the chosen topic, and use and citation of references. The final paper will be due by week 14 at 8:00 a.m.

**4. Midterm Examination (22%):** At the mid-term of the course, an examination will be administered. The exam should take about 120 minutes to complete, will be non-cumulative, and will cover assigned readings, handouts, lectures, video presentations, and any other class related materials. This exam will consist of a combination of True-False, Multiple-Choice, Definition, and/or Short Answer items aimed at evaluating both your knowledge, understanding, and application of important class concepts. Your final grade for this course element will be based upon the total number of items answered correctly (extra-credit will be included). A make-up examination, if allowed, may include brief essay items in addition to the other item types listed above.

**5. Final Examination (25%):** At the end of the course, a final examination will be administered. The exam should take about 100 minutes to complete, will be non-cumulative, and will cover assigned readings, handouts, lectures, video presentations, and any other class related materials. This exam will consist of a combination of True-False, Multiple-Choice, Definition, and/or Short Answer items aimed at evaluating both your knowledge, understanding, and application of important class concepts. Your final grade for this course element will be based upon the total number of items answered correctly (extra-credit will be included). A make-up examination, if allowed, may include brief essay items in addition to the other item types listed above.

## VII. CALCULATION OF GRADE AND CONNECTION OF LEARNING OUTCOMES

<i>Grading element title</i>	<i>Associated Student Learning Outcomes</i>	<i>Associated CACREP CMHC Standards</i>	<i>Portion of Final Grade</i>
<i>Self Care Plan</i>	4	<i>f.1.1</i>	6%
<i>Quizzes (3)</i>	1, 2	<i>f.1.b, c, d, e. f. g. l. j. k, m.</i>	22%
<i>Group Ethics Paper</i>	3	<i>f.1.b, c, d, e. f. g. l. j. k, m.</i>	25%
<i>Midterm Exam</i>	2, 4	<i>f.1.b, c, d, e. f. g. l. j. k, m.</i>	22%
<i>Final Exam</i>	2, 4	<i>f.1.b, c, d, e. f. g. l. j. k, m.</i>	25%

## VIII. SEMINARY GUIDELINES

### A. ATS ACADEMIC INTEGRITY POLICY

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

### B. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

**To schedule an appointment,** visit [Ashland Multiliteracy Center](#) and select “Online and Graduate” from the schedule menu.

### C. Accessibility Resources and Accommodations

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to [dservices@ashland.edu](mailto:dservices@ashland.edu). The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

### D. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

### E. Attendance Statement:

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

### IX. RECOMMENDATIONS FOR LIFELONG LEARNING

Students are encouraged to continue learning about addictions and addiction counseling issues through intentional efforts, throughout their careers, to read and research up-to-date literature on the topic. Upon graduation, students are especially encouraged to attend seminars, workshops, and conferences in this area of interest for continuing education and specialization. Students are encouraged to remain informed and updated about cultural and societal shifts and trends regarding addiction and its treatment.