

**COUN 530: Ethical, Legal, and Professional Issues in Clinical Mental Health  
Counseling**

Summer II 2026 Course Syllabus  
Asynchronous Web-Based Class  
(7/06/2026- 8/06/2026)

**INSTRUCTOR INFORMATION**

**Instructor:** Anniesha C Lyngdoh, PhD, NCC

**Office Location:** Remote

**University Email Address:** [Anniesha.Lyngdoh@etamu.edu](mailto:Anniesha.Lyngdoh@etamu.edu)

**Preferred Method of Communication:** Email

**Communication Response Time:** 24-48 hours during weekdays

**Office hours:** By appointment

**COURSE INFORMATION**

**Materials -Textbooks, Readings, Supplementary Readings**

**Required Textbooks**

American Counseling Association (2014). *2014 ACA code of ethics*. Author.

Remley, T. P., & Herlihy, B. (2024). *Ethical, legal, and professional issues in counseling* (7th ed.). Pearson.

Watson, J. C., & Schmit, M. K. (2020). *Introduction to clinical mental health counseling*. SAGE Publications, Inc.

**Recommended Textbook:**

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

*The syllabus/schedule are subject to change*

**Supplemental Reading:**

Supplemental reading materials will be made available via D2L Brightspace.

**COURSE DESCRIPTION**

**Catalogue Description of the Course**

*COUN 530* - Ethical, Legal, and Professional Issues in Clinical Mental Health Counseling. Three semester hours.

This course examines the ethical, legal, and professional foundations of clinical mental health counseling. Emphasis is placed on ethical decision-making models, professional standards, the ACA Code of Ethics, legal considerations affecting practice, and the responsibilities of clinical mental health counselors across service delivery settings. Topics include confidentiality, boundary settings, informed consent, documentation, professional roles, supervision, advocacy efforts and emerging issues in clinical mental health counseling. Prerequisites: Successful completion of Level 1 Counseling Courses (COUN 501, 510, 516, 528) and Level 1 Examination or consent of instructor.

**General Course Information**

This course introduces students to the professional practice of clinical mental health counseling, including the development of counselor identity and the core responsibilities of a clinical mental health counselor. Students will examine the ethical and legal standards that guide practice, key professional roles, and the systems in which mental health services are delivered. Topics include ethical decision-making, confidentiality, boundaries, informed consent, record keeping, and considerations when working with diverse and vulnerable populations. The course also addresses advocacy, counselor wellness, and current issues influencing the clinical mental health counseling profession. Through readings, discussions, and applied case studies, students will learn to analyze ethical dilemmas and apply the ACA Code of Ethics within contemporary practice settings.

**Student Learning Outcomes (SLOs):**

This course evaluates student learning through three primary measurements:

**Measurement 1: Knowledge (Discussion Posts)**

Students will demonstrate foundational knowledge of ethical, legal, and professional issues in clinical mental health counseling through weekly discussion posts that integrate course readings and apply course concepts to professional scenarios.

**Measurement 2: Knowledge and Skills- Ethical Decision-Making (Ethical Dilemma Case Studies)**

Students will demonstrate both knowledge and applied skills by analyzing weekly ethical dilemmas. Students will identify relevant ACA Codes of Ethics, apply an ethical decision-making model, evaluate possible courses of action, and justify their professional reasoning. This measurement evaluates: 1) Knowledge: ethical standards, legal principles, professional obligations. 2) Skills: ethical analysis, application of decision-making models, professional problem-solving

**Measurement 3: Skills- Advocacy (Advocacy Project)**

Students will demonstrate advocacy skills by analyzing systemic barriers experienced by a selected population, applying the ACA Advocacy Competencies, and presenting an advocacy plan through a written paper and recorded presentation.

*All SLOs address the relevant CACREP 2024 Standards identified in the syllabus.*

**2024 CACREP Standards Addressed in COUN 530**

| <b>CACREP Standards</b>  | <b>Learning Activity</b>                                       | <b>Assessment</b>                           |
|--|--|---|
| 3.A.1 history and philosophy of the counseling profession and its specialized practice areas | Watson & Schmit (2020), Ch. 1, 2, 4                            | Discussion Post; Ethical Dilemma Case Study |
| 3.A.4 advocating for individuals to address systemic and social barriers                     | ACA Advocacy Competencies (2018); ACA Code of Ethics           | Advocacy Project                            |
| 3.A.5 advocating on behalf of the profession   | ACA Advocacy Competencies (2018)                               | Advocacy Project                            |
| 3.A.6 professional counseling organizations, activities, services, and current issues        | Remley & Herlihy (2024), Ch. 2; ACA, TCA, AMHCA, NAMI websites | Discussion Post                             |
| 3.A.7 certification, licensure, accreditation across modalities                              | Watson & Schmit (2020), Ch. 1                                  | Discussion Post                             |

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| <b>CACREP Standards</b>   | <b>Learning Activity</b>  | <b>Assessment</b>                           |
|---|---|---|
| 3.A.8 legislation, regulatory processes, and public policy                              | Watson & Schmit (2020), Ch. 1, 2, 4   | Ethical Dilemma Case Study                  |
| 3.A.10 ethical and legal considerations; professional ethical standards                 | ACA Code of Ethics; Remley & Herlihy (2024), Ch. 4, 5, 9, 10, 11; Watson & Schmit (2020), Ch. 5, 15 | Ethical Dilemma Case Study; Discussion Post |
| 3.A.11 self-care, self-awareness, and self-evaluation strategies                        | Remley & Herlihy (2024), Ch. 1, 2, 3; Watson & Schmit (2020), Ch. 5                                 | Discussion Post                             |
| 3.A.12 purpose of and roles within counseling supervision                               | ACA Code of Ethics; Remley & Herlihy (2024), Ch. 15; Watson & Schmit (2020), Ch. 8                  | Discussion Post; Ethical Dilemma Case Study |
| <b>CMHC CACREP standards</b>  |   |   |
| 5.C.2 mental health service delivery modalities across continuum of care                | Watson & Schmit (2020), Ch. 9   | Discussion Post                             |
| 5.C.3 legislation and policy relevant to CMHC   | Watson & Schmit (2020), Ch. 1, 2, 4   | Ethical Dilemma Case Study                  |
| 5.C.4 assessment for treatment planning   | Remley & Herlihy (2024), Ch. 7; Watson & Schmit (2020), Ch. 14                                      | Ethical Dilemma Case Study                  |
| 5.C.6 strategies for interfacing with the legal system regarding court-referred clients | Remley and Herlihy (2024) Ch. 4,5, 6  | Ethical Dilemma Case Study                  |
| 5.C.8 advocacy for people with mental, behavioral, and neurodevelopmental conditions    | ACA Advocacy Competencies (2018)  | Advocacy Project                            |
| 5.C.9 third-party reimbursement and practice/management issues                          | Remley & Herlihy (2024), Ch. 6, 13; Watson & Schmit (2020), Ch. 6, 7                                | Discussion Post; Ethical Dilemma Case Study |

**Course Objectives include, but are not limited to, the following:**

Students will demonstrate an understanding of:

- The roles, functions, and professional identity of clinical mental health counselors across diverse practice settings.
- The purpose, activities, and significance of professional counseling organizations, credentialing bodies, and licensure systems.
- The historical, philosophical, and societal foundations that have shaped the clinical mental health counseling profession.
- Ethical and legal standards relevant to clinical mental health counseling, including the application of the ACA Code of Ethics and related regulatory guidelines.
- Professional issues unique to clinical mental health counseling, such as recognition, reimbursement, and right-to-practice considerations.
- Cultural, contextual, and diversity factors that influence ethical decision-making and professional practice.
- The counselor's role in interdisciplinary collaboration and consultation within mental health and community systems.
- Organizational, administrative, and legal aspects of clinical mental health practice, including documentation and record-keeping standards.
- Advocacy principles and strategies that promote equity, access, and well-being for individuals and communities.

## COURSE REQUIREMENTS

### Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for instructional and learning methods, submitting assignments, and participating in online discussions. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

### Instructional Methods

This course is delivered fully online through D2L Brightspace. Learning occurs through a combination of guided readings, online discussions, and applied assignments designed to help you connect course concepts to real-world clinical practice. Although the course is asynchronous, you are expected to engage regularly with the learning materials, participate in discussions, and complete assignments by the posted deadlines. Consistent engagement is essential for your success and for building your professional identity as a clinical mental health counselor.

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### Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

- You are expected to communicate professionally and respectfully with your professor and peers. Stay open to feedback and engage in a manner consistent with the expectations of the counseling profession.
- Engage regularly with all course materials. Complete assigned readings, videos, and activities throughout the week to stay aligned with the flow of the course.
- Submit all assignments by the posted deadlines. Timely submission supports your learning and reflects professional responsibility.
- Follow all university and program policies, including the student code of conduct.
- Participate actively in online discussions and course activities. Thoughtful engagement strengthens your learning and contributes to a supportive online community.
- Use APA 7th edition formatting for all written work, as clear and professional writing is essential to counselor preparation.
- Check your university email frequently for updates from your instructor, department, or the university.
- Begin readings early in the week. Graduate-level material often requires time and multiple readings to fully understand.
- Plan ahead whenever possible. Deadlines represent the final submission time, not the ideal starting point.
- Approach the course with openness and patience. Developing as a clinical mental health counselor is a gradual process that involves ongoing reflection, effort, and growth.

### Assignments/Assessments

\*\*\*Note. All assignments are to be submitted in D2L

- Discussion Posts
- Ethical Dilemma Case Study Assignment
- Advocacy Project Assignment

### Discussion Posts (5 points each; 20 points total)

There will be **four discussion posts throughout the course**. Your **initial post is due every Thursday by 11:59 PM** and should be approximately 250-300 words. The initial post should respond thoughtfully to the weekly prompt and demonstrate engagement with the course materials. In addition to the initial post, **you must submit two substantive responses to**

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**classmates' posts by Sunday at 11:59 PM.** These responses should offer meaningful engagement with your classmates' ideas rather than simple expressions of agreement or disagreement. The discussion board functions as a professional academic space, and all contributions should reflect graduate-level writing, critical thinking, and respectful communication. Unsupported personal opinions, inappropriate remarks, and disrespectful interactions are not permitted. Consistent and thoughtful participation is an important part of the course and supports a collaborative, reflective learning environment grounded in ethical and professional practice.

### Discussion Post Rubric:

| Criteria                             | Exceeds Expectations (3)  | Meets Expectations (2)  | Below Expectations (1)   |
|--------------------------------------|---|---|--|
| <b>Initial Post (3 points)</b>       | Submitted on time; offers thoughtful, well-developed insight; demonstrates strong engagement with course concepts; writing is clear, organized, and professional. | Submitted on time; addresses the prompt adequately but may lack depth or full integration of course material; writing is generally clear with minor issues. | Late, incomplete, or does not adequately address the prompt; writing may be unclear or show limited engagement with course concepts. |
| <b>Responses to Peers (2 points)</b> | Provides at least two substantive, thoughtful responses that engage critically with peers, extend the discussion, and are respectful and well-written.            | Provides at least two responses that engage with peers but lack depth or critical thinking; writing is generally clear with minor issues.                   | Provides one or no responses, or responses are superficial, disrespectful, or contain frequent writing errors.                       |

### Ethical Dilemma Case Study Assignment (10 points each; 40 points total)

For this assignment, you will complete **four ethical dilemma case studies** over the duration of the course, with one paper due each week. Each paper should be 3-4 pages, not including the title or reference pages, and must follow APA 7<sup>th</sup> edition guidelines. Each paper should clearly describe the ethical dilemma provided, identify the relevant ACA Code of Ethics, and apply an ethical decision-making model to guide your analysis and reasoning. Your discussion should demonstrate thoughtful engagement with ethical standards, professional judgment, and the responsibilities expected of clinical mental health counselors.

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**Rubric:**

| Criteria   | Exceeds Expectations<br>(3)  | Meets Expectations<br>(2)  | Below Expectations (1)  |
|--|--|--|---|
| <b>Identification of Ethical Issues &amp; ACA Codes<br/>(3 points)</b> | Demonstrates a clear, thorough, and insightful understanding of the ethical dilemma. Identifies all relevant ethical issues and ACA codes with strong justification. | Identifies the primary ethical issues and relevant ACA codes with adequate clarity. Explanation is adequate but may lack depth or miss minor issues. | Ethical issues or ACA codes are incomplete, unclear, incorrect, or missing.                                       |
| <b>Application of Ethical Decision-Making Model<br/>(3 points)</b>     | Applies the ethical decision-making model thoughtfully and systematically. Each step is clearly articulated and reflects sound professional judgment.                | Applies the decision-making model appropriately with generally clear reasoning, though some steps may lack depth or precision.                       | Application of the model is unclear, incomplete, inconsistent, or largely missing.                                |
| <b>Quality of Analysis &amp; Critical Thinking<br/>(2 points)</b>      | Provides a sophisticated analysis demonstrating high-level critical thinking, cultural awareness, and professional judgment connected to counseling practice.        | Analysis is logical and appropriate, showing reasonable critical thinking though some aspects may lack depth or nuance.                              | Analysis is superficial, limited, or not clearly connected to clinical mental health counseling practice.         |
| <b>Writing Quality, Organization &amp; APA Style<br/>(2 points)</b>    | Writing is clear, polished, and well-organized. APA 7th edition formatting is consistently correct. Free of grammatical and spelling errors.                         | Writing is generally clear and organized with minor APA or grammatical issues that do not significantly detract from the work.                       | Writing is unclear, disorganized, or contains frequent APA or grammatical errors that interfere with readability. |

### Advocacy Project Assignment (40 points)

This assignment includes **two required components: a written advocacy paper and a recorded presentation.**

You will begin by selecting a population or area of interest relevant to clinical mental health counseling, such as individuals experiencing mental health, behavioral, or neurodevelopmental concerns. Using the **ACA Advocacy Competencies**, you will analyze the barriers faced by this population and propose advocacy strategies at the client, community, and professional levels. Your work should reflect ethical practice, cultural responsiveness, and an understanding of systemic factors that influence access and equity.

The written advocacy paper should be 4-5 pages in length (excluding the title and reference pages) and provide a clear overview of the selected population, the challenges or inequities they experience, and your recommended advocacy approaches. The paper must demonstrate critical thinking, integration of scholarly and professional sources, and adherence to APA 7<sup>th</sup> edition formatting.

In addition to the written component, you will create a **10-12-minute recorded presentation** summarizing the key points of your advocacy analysis. This presentation will be uploaded to the D2L discussion forum **as your Week 5 discussion post**. You are required to view and **respond to two classmates' presentations**, offering professional and thoughtful feedback

#### Rubric:

| Criteria  | Exceeds Expectations (3)  | Meets Expectations (2)  | Below Expectations (1)   |
|---|---|---|--|
| <b>Understanding of the Population and Issue (8 points)</b> | Demonstrates a comprehensive and well-supported understanding of the selected population. Discussion is detailed, evidence-based, and clearly connected to clinical mental health counseling. | Provides a clear description of the population and issues, though depth or integration of evidence-based sources may be inconsistent. | Description is inaccurate, overly general, lacks clarity, or is unsupported by credible sources.                           |
| <b>Application of ACA Advocacy Competencies (12 points)</b> | Effectively applies all levels of the ACA Advocacy Competencies (client, community, public/policy). Application is thorough, accurate, and well-integrated throughout.                        | Applies the ACA Advocacy Competencies, though explanation may be uneven across levels or lack full                                    | Application of competencies is minimal, inaccurate, or missing. Little understanding of advocacy roles at multiple levels. |

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| Criteria  | Exceeds Expectations (3)  | Meets Expectations (2)  | Below Expectations (1)  |
|---|---|---|---|
|   |   | depth in one or more areas.   |   |
| <b>Advocacy Plan: Depth, Quality, and Feasibility (12 points)</b> | Presents a detailed, well-organized, and realistic advocacy plan addressing the identified issue. Plan includes specific, actionable strategies across multiple levels of advocacy. | Advocacy plan is clear but may lack depth, specificity, or full feasibility. May address fewer levels of advocacy or lack some actionable detail. | Advocacy plan is unclear, incomplete, overly general, or not feasible. Lacks meaningful strategy or fails to address key advocacy levels. |
| <b>Writing Quality, Organization, and APA Style (8 points)</b>    | Writing is clear, polished, and well-organized. APA 7th edition formatting is consistently accurate. Includes more than three scholarly sources.                                    | Writing is generally clear and organized with minor grammatical or APA errors. Includes three scholarly sources.                                  | Writing is unclear or disorganized, contains frequent APA or grammatical errors, and/or includes fewer than three scholarly sources.      |

| Assignment/Assessment                             | Point Value |
|---|-------------|
| Discussion Posts (4 × 5 points each)              | 20          |
| Ethical Dilemma Case Studies (4 × 10 points each) | 40          |
| Advocacy Project                                  | 40          |
| <b>Total</b>                                      | <b>100</b>  |

### GRADING

- A = 90%–100%
- B = 80%–89%
- C = 70%–79%
- D = 60%–69%
- F = 59% or below

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## Late Assignments

Late assignments will generally not be accepted. Late papers will have 10% deduction per day late from the final score. However, I understand that life happens, and special consideration may be given on a case-by-case basis. If you are facing extenuating circumstances, please communicate with me as soon as possible to discuss potential extensions. Open and timely communication is key.

## Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. Please feel free to make an appointment if you have any concerns or questions. Email is the best way to reach me, and I strive to respond within 24-48 hours, Monday through Friday, though sometimes it may take up to 72 hours. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check their university email daily.

### **Include the Following in Emails with Instructor:**

- Course name and subject in the subject line
- Salutation (Good afternoon, Dr. )
- Proper email etiquette (no “text” emails - use proper grammar and punctuation)
- Student name and CWID after the body of the email (possibly add to student signature on email)

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

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[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

#### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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## University Specific Procedures

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### TAMUC Attendance

For more information about the attendance policy please visit the [Attendance Procedures 13.99.99.R0.01](#)

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

### Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

### Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

### Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that

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provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Velma K. Waters Library Rm 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Student Disability Services](#)

<https://www.tamuc.edu/student-disability-services/>

**Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



<http://telusproduction.com/app/5108.html>

### **AI use policy [Draft 2, May 25, 2023]**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

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In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

### COURSE OUTLINE / CALENDAR

| Week                         | Topic  | CACREP Standards   | Readings  | Assignments & Due Dates   |
|------------------------------|--|--|---|---|
| <b>Week 1<br/>July 6-12</b>  | Foundations & Professional Identity  |  |   |   |
|                              | Introductions & Course Overview<br><br>Foundations of CMHC: becoming a counselor, evolution, policies, laws, and regulatory issues (CMHC)<br><br>Professional Identity: training, roles, associations, accreditation, licensure, employment settings<br><br>Working with managed care, third-party reimbursement, private practice, and healthcare plans | 3.A.1<br>3.A.6<br>3.A.7<br>3.A.8<br>3.A.10<br>5.C.3<br>5.C.9 | Watson & Schmit (2020)<br>Ch. 1, 2, 4<br><br>Remley & Herlihy (2024)<br>Ch. 2, 13<br><br>Watson & Schmit (2020)<br>Ch. 7<br><br>ACA/TCA policy;<br>AMHCA,<br>NAMI sites | Discussion Post 1<br><br>Initial post due Thu 7/9 by 11:59pm<br><br>Peer responses due Sun 7/12 by 11:59pm<br><br>Ethical Dilemma Case Study 1<br><br>Due Sun 7/12 by 11:59pm |
| <b>Week 2<br/>July 13-19</b> | Ethics Foundations & Client Rights   |  |   |   |
|                              | Introduction to Ethical, Legal & Professional Issues; self-care strategies   | 3.A.10<br>3.A.11   | Remley & Herlihy (2024)<br>Ch. 1, 2, 3, 4, 5  | Discussion Post 2<br><br>Initial post due Thu 7/16 by 11:59pm   |

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| Week                                  | Topic   | CACREP Standards                   | Readings   | Assignments & Due Dates  |
|---------------------------------------|---|------------------------------------|--|--|
|                                       | for ethical and effective practice<br>Client Welfare & Informed Consent<br>Confidentiality & Privileged Communication   |                                    | Watson & Schmit (2020)<br>Ch. 5<br><br>ACA (2014)<br>Code of Ethics  | Peer responses due Sun 7/19 by 11:59pm<br><br>Ethical Dilemma Case Study 2<br><br>Due Sun 7/19 by 11:59pm  |
| <b>Week 3</b><br><b>July 20-26</b>    | Advanced Ethical & Legal Issues   |                                    |  |  |
|                                       | Boundary Issues<br>Ethical & Legal Issues in Telehealth<br>Counseling Children & Vulnerable Groups<br>Competence, Assessments & Diagnosis<br>Malpractice & Resolving Legal and Ethical Challenges | 3.A.10<br>5.C.4                    | Remley & Herlihy (2024)<br>Ch. 7, 8, 9, 10, 11<br><br>Watson & Schmit (2020)<br>Ch. 14, 15<br>ACA (2014)<br>Code of Ethics | Discussion Post 3<br>Initial post due Thu 7/23 by 11:59pm<br>Peer responses due Sun 7/26 by 11:59pm<br><br>Ethical Dilemma Case Study 3<br>Due Sun 7/26 by 11:59pm |
| <b>Week 4</b><br><b>July 27-Aug 2</b> | Legal System, Documentation & Supervision   |                                    |  |  |
|                                       | Legal System & Court-Referred Clients<br>Documentation & Record Keeping in Clinical Settings;   | 3.A.10<br>3.A.12<br>5.C.6<br>5.C.9 | Remley & Herlihy (2024)<br>Ch. 4, 5, 6, 15<br><br>Watson & Schmit (2020)<br>Ch. 6, 8                                       | Discussion Post 4<br>Initial post due Thu 7/30 by 11:59pm<br>Peer responses due Sun 8/2 by 11:59pm   |

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| Week                      | Topic   | CACREP Standards                 | Readings  | Assignments & Due Dates   |
|---------------------------|---|----------------------------------|---|---|
|                           | Records & Subpoenas<br>Ethical Issues in Supervision  |                                  | ACA (2014)<br>Code of Ethics  | Ethical Dilemma Case Study 4<br>Due Sun 8/2 by 11:59pm  |
| <b>Week 5<br/>Aug 3-6</b> | Advocacy & Emerging Trends  |                                  |   |   |
|                           | Advocacy: ACA 3 levels; strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions<br>Current & Emerging Trends in Clinical Mental Health | 3.A.4<br>3.A.5<br>5.C.2<br>5.C.8 | ACA (2014)<br>Code of Ethics<br>ACA Advocacy Competencies (Updated 2018)<br>Watson & Schmit (2020)<br>Ch. 9 | Advocacy Project – Written Assignment<br>Due Wed 8/5 by 11:59pm<br><br>Advocacy Project – Recorded Presentation (Discussion Post)<br>Initial post due Wed 8/5 by 11:59pm<br>Peer responses due Thu 8/6 by 11:59pm |

## \*\*DUE DATES SUMMARY

| Assignment                         | Due Date            |
|------------------------------------|---------------------|
| <b>Week 1</b>                      |                     |
| Discussion Post 1 - Initial post   | Thu 7/9 by 11:59pm  |
| Discussion Post 1 - Peer responses | Sun 7/12 by 11:59pm |
| Ethical Dilemma Case Study 1       | Sun 7/12 by 11:59pm |
| <b>Week 2</b>                      |                     |
| Discussion Post 2 - Initial post   | Thu 7/16 by 11:59pm |
| Discussion Post 2 - Peer responses | Sun 7/19 by 11:59pm |
| Ethical Dilemma Case Study 2       | Sun 7/19 by 11:59pm |
| <b>Week 3</b>                      |                     |
| Discussion Post 3 - Initial post   | Thu 7/23 by 11:59pm |
| Discussion Post 3 - Peer responses | Sun 7/26 by 11:59pm |
| Ethical Dilemma Case Study 3       | Sun 7/26 by 11:59pm |

*The syllabus/schedule are subject to change*



| Assignment                               | Due Date            |
|--|---------------------|
| <b>Week 4</b>                            |                     |
| Discussion Post 4 - Initial post         | Thu 7/30 by 11:59pm |
| Discussion Post 4 - Peer responses       | Sun 8/2 by 11:59pm  |
| Ethical Dilemma Case Study 4             | Sun 8/2 by 11:59pm  |
| <b>Week 5</b>                            |                     |
| Advocacy Project - Written Assignment    | Wed 8/5 by 11:59pm  |
| Advocacy Project - Recorded Presentation | Wed 8/5 by 11:59pm  |
| Peer Responses to Presentations          | Thu 8/6 by 11:59pm  |