



COUN 530.81E

Ethical, Legal, & Professional Issues in Clinical Mental Health Counseling (CMHC)

Course Syllabus:

Fall 2026

August 20th – December 11th, 2026

Saturdays 9:00am – 11:40am

Dallas

INSTRUCTOR INFORMATION

Instructor: Azadeh Mansour, Ph.D., M.A., LPC (TX)

Office Locations: Dallas

Office Hours: By Appointment

University Email Address: azadeh.mansour@etamu.edu

Preferred Method of Communication: Email / Schedule An Appointment

Communication Response Time: 24-48 hours, Monday – Friday

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbooks:

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*. Los Angeles: SAGE Publications, Inc.

****Note:** This course uses D2L as it Learning Management System

Required Supplementary Readings:

****Other Readings As Assigned**

The syllabus/schedule are subject to change



COURSE DESCRIPTION

Catalogue Description of the Course

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

As the foundational course for aspiring clinical mental health counselors, this course covers both theoretical and practical aspects of ethical, legal, and professional issues in providing mental health counseling services within the boarder social services system. Topics include professional issues, ethical and legal considerations (local and federal), delivery systems, staffing and case management procedures, emergency services, treatment paradigms, and the importance of consultation and collaboration among mental health professionals. Prerequisite: A minimum grade of B in COUN 501 and COUN 510.

General Course Information

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 heal counselors across service delivery settings. Topic include confidentiality boundary settings, informed consent, documentation, professional roles, supervision, advocacy efforts and emerging issues in clinical metal health counseling.

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)

Students will demonstrate foundational knowledge of ethical, legal, and professional issues in clinical mental health counseling through weekly discussions 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 and 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.

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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

CACREP Standard	Learning Activity	Assessment
3.A.1 history and philosophy of the counseling profession and its specialized practice areas	Watson & Schmit (2020) Chapters 1, 2, 4	Discussion; 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
3.A.7 certification, licensure, accreditation across modalities	Watson & Schmit (2020), Ch. 1	Discussion
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
3.A.11 self-care, self-awareness, and self-evaluation strategies	Remley & Herlihy (2024), Ch. 1, 2, 3; Watson & Schmit (2020), Ch. 5, 15	Discussion
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; Ethical Dilemma Case Study

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CMHC CACREP standards		
5.C.2.c. mental health service delivery modalities across continuum of care	Watson & Schmit (2020) Ch. 9	Discussion
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 interfacing with the legal system regarding court-referred clients	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 & 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; Ethical Dilemma Case Study

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

- The role(s), functions, and professional identity of counselors in a variety 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 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.

The syllabus/schedule are subject to change

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, and completing quizzes. 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 consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. When we are not meeting face-to-face, you will be expected to participate and complete all online tasks via D2L. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

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:

1. You are expected to display professionalism at all times. Be respectful to your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 7th edition.
7. Regularly check your University email. My suggestion is to check it at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

Assignments/Assessments

***Note. Assignments are to be submitted as noted in D2L

1. **Class Attendance & Participation (20 points)** - Students are expected to demonstrate consistent attendance in this face-to-face course. Attendance is defined as being present at the start of class, being in class during class time, and staying until the end of class. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification. Regular class attendance and participation may include various activities such as reviewing case studies, and participation in various in-class small learning/discussion groups and educational activities aimed at enhancing the outlined weekly learning course objectives. Students will demonstrate knowledge and understanding of key concepts through class discussions and in-class activities. Students are expected to actively participate in and contribute to their learning experience. Active participation includes completing course readings and activity assignments and offering thoughtful contributions to discussion. Do not expect/rely on class lecture for your learning. This class requires you to be an active and critical thinker, to share your thoughts respectfully, to engage with material honestly and openly, and to participation in-class discussions. If you are instructed to do any additional written/paper activity, it will be collected at the end of the class, these papers will be used to grade the class participation points at the end of the semester. **Note.** Active participation and professional courtesy are expected. Participation includes the ability of the student to interact with the professor and peers in a professional and respectful manner. Failure to do so will result in points being deducted from your final grade.

The following criteria will be used to determine attendance & participation points:

Class Participation Rubric

	1 – Does Not Meet Expectation (0 to 15 points)	2 – Meets Expectation (16 to 17 point)	3 – Exceeds Expectations (18 to 20 points)
Discussion Qualities	Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. Absence or lateness for class attendance - Two or more absences/pattern of lateness evident.	Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Full class attendance - No more than one absence/no evident pattern of lateness.	Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. Full class attendance - No absence/no evident pattern of lateness.

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2. **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 page, and must follow APA 7th 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.

Exam I & Exam II Rubric

Criteria	Exceeds Expectations (3)	Meets Expectation (2)	Below Expectation (1)
Identification of Ethical Issues & ACA Codes (3 points)	Demonstrates a clear, thorough, and insightful understanding of the ethical dilemma. Identified 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.
Application of Ethical Decision-Making Model (3 points)	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.
Quality of Analysis & Critical Thinking (2 points)	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 through some aspects may lack depth or nuance.	Application of the model is unclear, incomplete, inconsistent, or largely missing.
Writing Quality, Organization & APA Style (2 points)	Writing is clear, polished, and well-organized. APA 7 th 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.

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3. Advocacy Project Assignment (40 points)

This assignment includes two required components: a written advocacy paper and an in-class 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 understating of systemic factors that influence access and equity. The written advocacy paper would be 4-5 pages in length (excluding the title and reference pages) and provide a clear overview of the selected population, the challenges or inequalities they experience, and your recommended advocacy approaches. The paper must demonstrate critical thinking, integration of scholarly and professional sources and adhere to APA 7th edition formatting.

In addition to the written component, you will have a 10-12 minutes in-class presentation, summarizing the key points of your advocacy analysis.

Advocacy Project Assignment Rubrics

	Exceeds Expectations (3)	Meets Expectation (2)	Below Expectations (1)
Understanding of the Population and Issue (8 points)	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 creditable sources.
Application of ACA Advocacy Competencies (12 points)	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, through explanation may be uneven across levels or lack full depth in one or more areas.	Application of competencies is minimal, inaccurate, or missing. Little understanding of advocacy roles at multiple levels.

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Advocacy Plan: Depth, Quality, and Feasibility (12 points)	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.
Writing Quality, Organization, and APA Style (8 points)	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.



GRADING

Final grades in this course will be based on the following scale:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

Assignment/Assessment	Point Value
Class Attendance & Participation	20
Ethical Dilemma Case Studies	40
Advocacy Project	40
Total Points	100

Total points possible = 100. Your Final Grade is determined adding the point values earned from each assignment.

Assignments are due as highlighted on the course syllabus and as noted on D2L. Unless noted otherwise in-class, assignments are due in D2L by 11:59pm on the day noted. Late assignments if and when accepted will have 10% deducted per day late from the final score.

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TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

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Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed. JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)

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○ Adobe Shockwave Player <https://get.adobe.com/shockwave/> ○ Apple Quick Time
<http://www.apple.com/quicktime/download/>

• At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

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@etamu.edu for support.

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 ETAMU campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student 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 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

The syllabus/schedule are subject to change



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. With that being said, I cannot help you if you do not communicate with me. Please reach out and make an appointment if you have any concerns or questions. Because I teach in different locations, please schedule a time to speak with me. I will attempt to answer all emails within 48 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect. Also, I will be more than happy to meet with you if needed. Please reach out to me so we can set up a convenient time to meet.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Assignments are due as highlighted on the course syllabus and as noted on D2L. Late papers will not be accepted. Unless noted otherwise in-class, assignments are due in D2L by 11:59pm on the day noted. Late assignments will have 10% deducted per day late from the final score if and when accepted with an excuse. In the event of an excused absent and with instructor approval, an alternative approved assignment may then be considered for the in-class class participation activity by the instructor. You must provide your instructor with university approved documentation reflecting the purpose of your absence.

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 in-class and noted in D2L.

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.etamu.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>

ETAMU Attendance

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

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

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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Academic Integrity

Students at East A&M University 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

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

Graduate Student Academic Dishonesty 13.99.99.R0.10

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

Artificial Intelligence

AI use policy as of May 25, 2023

East Texas A&M University 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.

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



ADA Statement

Students with Disabilities

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

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](http://www.etamu.edu/student-disability-services/)

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

Nondiscrimination Notice

East Texas A & M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

The syllabus/schedule are subject to change



Student Counseling Services

The Counseling Center at ETAMU, 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.etamu.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>



FLEXIBLE COURSE OUTLINE / CALENDAR

Fall 2026 Semester: August 20th – December 11th, 2026

The schedule/syllabus are subject to change at the discretion of instructor.

Flexible Course Calendar

Date	Topic	CACREP Standard(s)	Readings	Assignments
Week 1 8/22	Introductions, Course Overview and Expectations			Discussion
Week 2 8/29	Foundations & Professional Identity	3.A.1 3.A.6	Remley & Herlihy (2024) Ch. 2	Discussion
Week 3 9/5	Foundations of CMHC: becoming a counselor, evolution, policies, laws, and regulatory issues (CMHC)	3.A.1 3.A.8 5.C.3	Watson & Schmit (2020) Chapter 1, 2, 4	Discussion
Week 4 9/12	Professional Identity: training, roles, associations, accreditations, licensure, employment settings	3.A.6 3.A.7	Remley & Herlihy (2024) Ch. 2, 13	Discussion
Week 5 9/19	Foundations of CMHC guidelines, standards, Policies - TBD		ACA/TCA policy; AMHCA, NAMI sites	Ethical Dilemma Case Study Assignment (#1) Due in D2L on 9/19 by 11:59pm
Week 6 9/26	Working with managed care, third-party reimbursement, private practice, and healthcare plans	5.C.9	Watson & Schmit (2020) Ch. 7	Discussion
Week 7 10/3	Ethical Foundations & Clients Rights: Introduction to Ethical, Legal & Professional Issues Self-Care Strategies for ethical and effective practice	3.A.10 3.A.11	Remley & Herlihy (2024) Ch. 3, 4 Watson & Schmit (2020) Ch. 5 ACA Code of Ethics	Discussion Ethical Dilemma Case Study Assignment (#2) Due in D2L on 10/3 by 11:59pm

The syllabus/schedule are subject to change

Week 8 10/10	Client Welfare & Informed Consent Confidentiality & Privileged Communication	3.A.10 3.A.11	Remley & Herlihy (2024) Ch. 5 Watson & Schmit (2020) Ch. 5 ACA Code of Ethics	Discussion
Week 9 10/17	Advanced Ethical and Legal Issues: Boundary Issues Ethical & Legal Issues in telehealth Counseling Children & Vulnerable Groups Competence, Assessments & Diagnosis Malpractice & Resolving Legal and Ethical Challenges	3.A.10 5.C.4	Remley & Herlihy (2024) Ch. 7, 8, 9, 10 Watson & Schmit (2020) Ch. 14, 15 ACA Code of Ethics	Discussion Ethical Dilemma Case Study Assignment (#3) Due in D2L on 10/17 by 11:59pm
Week 10 10/24	Legal System, Documentation & Supervision Legal System & Court-Referred Clients Documentation & Record Keeping in Clinical Settings	3.A.10 3.A.12 5.C.6 5.C.9	Remley & Herlihy (2024) Ch. 6, 15 Watson & Schmit (2020) Ch. 6 ACA Code of Ethics	Discussion Ethical Dilemma Case Study Assignment (4) Due
Week 11 10/31	Records & Subpoenas Ethical Issues in Supervision		Remley & Herlihy (2024) Ch. 6 Watson & Schmit (2020) Ch. 8 ACA Code of Ethics	Discussion
Week 12 11/7	Advocacy: ACA 3 levels; strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions	3.A.4 3.A.5 5.C.2 5.C.8	ACA Code of Ethics ACA Advocacy Competencies (Updated 2018) Watson & Schmit (2020) Ch. 9	Discussion Advocacy Project Assignment Due in D2L on 11/7 by 11:59pm
Week 13 11/14	Advocacy Project Assignment Presentation Practice & Preparations			

Week 14 11/21	Current & Emerging Trends in Clinical Mental Health		Advocacy Project Assignment: In-Class Presentations	
Week 15 11/28	<i>Thanksgiving Holiday Break</i>			<i>Happy Thanksgiving!!</i>
Week 16 12/5	Course Wrap-Up			