

## **CO5580 PROFESSIONAL, ETHICAL, AND LEGAL STUDIES, v.1.**

**Reformed Theological Seminary**

Spring 2026

3 Credit Hours

### **Instructor and logistics**

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**Office Hours** – Thursday 4-8:00 p.m. and by appt.

**Meeting time** – Tuesdays 1-4:00 p.m.

**Class Location** – 207

### **Course Description**

This course is designed to give students ethical, legal and practical guidelines for the practice of professional counseling in various settings. Students completing the course will develop an increased understanding and practice of

- a. Ethical and legal guidelines of the counseling process,
- b. Ethical constraints under which a counselor works,
- c. Ethical self-assessment by which counselors can critically examine how they conduct themselves as counselors.
- d. Professional identity and advocacy issues pertinent to individual counseling, group counseling, as well as couple and family systems counseling.

### **Course Objectives (Knowledge and Skill Outcomes)**

For students to gain and demonstrate comprehension of the following (applicable CACREP standards in parenthesis):

- CO1. **History and Philosophy**- history and philosophy of the counseling profession and its specialty areas concerning individuals, groups, couples and family systems (2.F.1.a; 2.F.5.b.)
- CO2. **Professional Roles**- 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.b, 5.C.2.m)
- CO3. **Community Responsibility**- counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (2.F.1.c)
- CO4. **Professional Advocacy**- the role and process of the professional counselor advocating on behalf of the profession (2.F.1.d)
- CO5. **Client Advocacy** - advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (2.F.1.e)
- CO6. **Professional Orientation** - professional counseling organizations, including membership benefits, activities, services to members, and current issues (2.F.1.f)
- CO7. **Credentialing** - professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (2.F.1.g)
- CO8. **Labor Market** - current labor market information relevant to opportunities for practice within the counseling profession (2.F.1.h)
- CO9. **Ethical Standards** - ethical standards of professional counseling organizations and credentialing bodies, the ethical foundational principles undergirding those standards and the applications of ethical and legal considerations in professional counseling. The application of ethical standards to individual, couples, family systems and group clients will be considered. (2.F.1.i; 2.F.5.b.)
- CO10. **The process/steps of ethical decision-making**- the application of ethical standards will be elaborated via the consideration of ethical decision-making steps vis a vis specific case examples. (2.F.1.i)

- CO11. **Technology** - technology's impact on the counseling profession (2.F.1.j; 2.F.5.e)
- CO12. **Self-evaluation** - strategies for personal and professional self-evaluation and implications for practice (2.F.1.k)
- CO13. **Self-care** - self-care strategies appropriate to the counselor role (2.F.1.l)
- CO14. **Supervision** - the role of counseling supervision in the profession (2.F.1.m)
- CO15. **Legal Considerations in Professional Counseling** – the legal interface with ethical counseling practice as well as legislation and government policy relevant to clinical mental health counseling (2.F.1.i.; 5.C.2.i, 5.C.2.l.)
- CO16. **Organizations** - professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (5.C.2.k)
- CO17. **CMHC Ethics** - legal and ethical considerations specific to clinical mental health counseling (5.C.2.l)
- CO18. **Mandated Clients** - strategies for interfacing with mandated clients which are primarily from the legal system (court-referred clients) but can occur in other contexts, e.g., school systems (5.C.3.c)

### **Methods of Instruction**

This course will be taught via traditional classroom instruction, possible guest lecture, and/or student research presentations according to professor discretion.

### **Assignments (Student Performance Evaluation Criteria)**

- 1. 80 percent attendance for this course is required unless prior written permission is attained or student illness occurs.
- 2. Satisfactory fulfillment of all class requirements by the end of the final exam period is necessary for successful course completion.
- 3. All written assignments must be completed and submitted via CANVAS unless otherwise specified.
- 4. For grading purposes all written assignment segments will be graded as Satisfactory or Unsatisfactory regarding content. Unsatisfactory assignments may be repeated with professor written permission.
- 5. For grading purposes all written assignment segments will be treated as 10 point quizzes regarding timeliness. One point will be deducted for each week-day late.
- 6. Additional assignments or other alterations may be added.
- 7. The program assesses its progress toward MAC program objectives using Key Performance Indicators (KPIs). There are 2 KPI's for Professional Ethical and Legal Studies CACREP accreditation standards
  - 7.1 Selected test bank items involving ethical decision-making scenarios within the course CO5580 – Assignment 1 (A1, below), i.e., 24 specified items that are ACA Code of Ethics oriented from the Corey Test Bank used for course midterm and final exams. The program operationally defines competence in this KPI as correctly answering 20 of the 24 items (83%). The 24 items will be grouped as a subset of the Corey final exam (A1). This KPI subset score is not specifically related to students passing or failing CO5580.
  - 7.2 The second program Professional Ethical and Legal Studies KPI measure relates to ratings of students' ethical knowledge and practice during their Practicum and Internship courses, i.e., no more than one rating below 3 on any end-of-term evaluation on question 16 of the SCOR. (The Student Counselor Rating (SCOR) form is explained on Practicum and Internship syllabi.)

- A1. **Corey, et.al., Exam(s) (25%).** Students will have a Mid-term (A1a.) and a Final Exam (A1b.) covering designated chapters of the Corey text (M1), Mid-term, chs. 1-6, Final, chs. 7-10 and 12-13. Questions will come only from Canvas posted Corey multiple-choice test banks. Exams will be taken out of class via Canvas and according to RTS honor protocols.  
Exam Dates – Midterm Exam will be offered beginning the week after RTS Spring Reading Week (available Monday 9:00am through end of day March 28). Final Exam will be offered during RTS final exam days beginning the first day at 9:00am and ending the last day at end of day.
- A2. **Quizzes (30%).** Students will complete a series of quizzes on the Wilcoxon text (M2) as per Course Schedule. These quizzes will be taken in class at the beginning of designated classes. Students will have bonus-point opportunities on each quiz. Bonus points will be taken from the non-member sections of the AMHCA and ACA org web sites. The two lowest quiz grades will be dropped at the end of the term. Sample Questions for “quizzable” chapters of the Wilcoxon text are included in this syllabus. (See Syllabus Addendum 2.). At least 75% of quiz questions will come directly from sample questions. Quiz content will typically include material from the previous class lecture. Up to 25% of each quiz content may come from material not included in sample questions.
- A3. **Lecture Final Exam (15%).** Students will be tested over class lecture material during the last class day. (This quiz will be comprehensive including guest speaker and students’ presentation content, if applicable.)
- A4. **Code of Ethics Comparison Paper (10%).** Students are to read the current Codes of Ethics published by the American Psychological Association (or the American Assoc. for Marriage and Family Therapy) and the American Counseling Association, and then generate a (two-page-minimum) comparison of the two codes. “Comparison” for this assignment is operationally defined as describing 5 code differences the student(s) consider salient. Hand-in via CANVAS. Due Date – See Course Schedule.
- A5. **Values based referrals (S/U).** Students are to read the article entitled “Ethical Courses of Action for Complex, yet Common Ethical Issues” (M7.) prior to class meeting #7 and
- Bring to that class a hard copy document of their answer to Exercise 2 contained in the article. (Hard copy document will be incorporated into daily quiz for day #7.)
  - Also, hand-in Exercise 2 answer via CANVAS prior to class #7.
- A6. **Managing value differences (S/U).** Students are to read Chapter 5 of the ACA Ethical Standards Casebook prior to class meeting #7 and
- bring to that class a hard copy document of their (the students’) definitions of “ethical bracketing” and “a discriminatory referral.” (Document will be incorporated into daily quiz for day #7.)
  - Also, hand-in these definitions via CANVAS prior to class #7.
- A7. **Licensure Law Assignment (10%).** Students are to obtain and read the current LPC or LMHC licensure law (including “Rules and Regs” attachments) from one state of their choosing. Students are to prepare an organized summary/outline of that law primarily specifying the clinical and academic requirements for obtaining licensure and the disciplinary aspects of that particular licensure law, i.e., a practical guide on how to obtain and how to lose that mental-health-provider state license. Outline (4-page-max), include exact website address, due before class time according to Course Schedule. Hand-in via CANVAS.
- A8. **Irving Yalom *The Gift of Therapy* assignment (5%).** Students are to read The Gift of Therapy and write a “plagiarized” book entitled Irvin’s Little Instruction Book. Each “book” is to be composed of the students’ favorite (non-chapter-title) phrases or sentences from each of Yalom’s chapters (one sentence or phrase per chapter). Due in six portions as per Course Schedule, 14 chapters per portion/assignment (Course-Schedule-indicated as Y1-Y6.) This text includes 85, 2-4 page chapters; chapter 85 is optional.
- A9. **Lab component (5%).** The lab assignment will provide students an opportunity for further development and assessment of fundamental helping skills begun in CO5500 Counseling and Helping-Relationship Skills. (This lab constitutes a measure of interpersonal functioning, a subcategory of Professional Disposition.) The process of the lab experience will be elaborated via course handouts and in-class discussion. Successful completion (8 of 10 possible points) of the lab component is required for successful course completion.

**A10. Course Evaluation (0% of grade but required for course completion).** Course evaluations are crucial for assessing and improving the MAC program. Therefore, each MAC course includes an assignment to complete an anonymous online course evaluation. You will verify whether you have completed the evaluation through a Canvas “quiz.” This will not count toward your grade but is necessary for successful completion of the course.

**Required Materials (Texts, Reading s, Videos, etc.):**

- M1. Corey, G., Corey, M., Corey, C. (2020 or 2023) Issues and ethics in the helping professions. (Cengage, 10<sup>th</sup> edition or 11<sup>th</sup> edition.)
- M2. Wilcoxon, S., Remley, T., Gladding, S. (2012). Ethical, legal and professional issues in the practice of Marriage and Family Therapy, 5th ed. New Jersey: Pearson Education. (See Syllabus Addendum 1 on reasons to include an MFT text in a Counseling course.)
- M3. Herlihy, B., & Corey, G. (2014). ACA Ethical Standards Casebook (7th ed.). Alexandria, VA: American Counseling Association. 2014).
- M4. \_\_\_\_\_, (2014). ACA Code of Ethics. American Counseling Association.
- M5. \_\_\_\_\_, (2015). AAMFT Code of Ethics. American Association for Marriage and Family Therapy.
- M6. \_\_\_\_\_, (2017). Ethical Principles of Psychologists and Code of Conduct. American Psychological Association
- M7. Richardson, W. (2018). “Ethical Courses of Action for Complex, yet Common Ethical Issues.” Workshop presentation at the 2018 RTS Christian Counseling Conference. (Available on CANVAS.)
- M8. Yalom, I. The Gift of Therapy. NY: Harper Collins (any edition)

**Optional Materials**

- M9. “A Brief History of the American Mental Health Counselors Association” (AMHCA website)
- M10. “Our History” (ACA website)

## **Course Process and Schedule – 2026 (TBA)**

### **Written work:**

All written work must conform to current American Psychological Association (APA) style *unless otherwise specified*. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

*For this course all written assignments should be in 12 pt Times New Roman font and double spaced with one-inch margins all around, APA style not necessary.*

### **Disability Accommodation Policy:**

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor prior to the start of this course. You must provide a letter from the Dean of Students that verifies your disabled status. The instructor and student will discuss the available accommodations for the course. If the student with a disability does not disclose that s/he has a disability, then the student is agreeing to take full responsibility for any related consequences that may occur.

### **Access to Research Database:**

RTS provides MAC students with access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

### **Submission of work:**

All assignments should be submitted via CANVAS. Assignments in the form of in-class work may be added to this syllabus.

### **Late work:**

All assignments are due as scheduled regardless of attendance, and all assignments must be completed in full for successful course completion unless prior arrangements are made in writing with the instructor.

For this course also see “Assignments (Student Performance Evaluation Criteria),” above.

### **Attendance Policy:**

Regular attendance is expected and required. Excessive absences (more than 1 class meetings) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

### **Class Participation**

Students are expected to participate in all components of the class. Each student is expected to read all the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

## AI Policy

**The use of Artificial Intelligence.** In addition to the currently published RTS AI policy for students, Dr. Richardson adds the following policy statement.

Students may not submit any work generated by an AI program as their own. Students may use AI programs to help generate ideas and brainstorm. However, students should be aware that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. If students include material generated by an AI program, it must be cited like any other reference material. If not clearly cited, this would be considered plagiarism and will be dealt with severely under relevant RTS policies with consequences ranging from assignment-grade-deduction to course failure and possible program dismissal.

Of course, there will be cases where professors may not be able to conclusively detect AI plagiarism. If for any reason, including doubts about whether the document was written with AI external help, any student can be required to meet with the professor for an oral examination on their submitted assignment. In such a case, a grade for the oral examination will replace that for the original document.

This policy may be updated by RTS faculty and administration during the present academic term.

### Grading Scale:

A (97-100)	B- (86-87)	D+ (75-77)
A- (94-96)	C+ (83-85)	D (72-74)
B+ (91-93)	C (80-82)	D- (70-71)
B (88-90)	C- (78-79)	F (Below 70)

### Student Learning Outcome Table

The table below shows how the objectives of this course will meet / relate to CACREP Standards.

CACREP Standard	Course Objective	Material *	Lecture / class meeting #	Assignment / Evaluation **
2.F.1.a 2.F.5.b	CO1. History and Philosophy	M1:1; M9-10; M2:1-2	1, 2	A1a; A1b**; A2 (Q1a, Q1b)
2.F.1.b 5.C.2.m.	CO2. Professional Roles	M1: 1; M1: 8; M2:1-2	1, 2, 9, 12	A2, (Q1, Q2)
2.F.1.c	CO3. Community Responsibility Issues	M1: 13	11	A3
2.F.1.d	CO4. Professional Advocacy	M1: 13	11	A3
2.F.1.e	CO5. Client Advocacy	M1: 13	11	A3
2.F.1.f	CO6. Professional Orientation	M1:10, M2: 2, 13-15	10	A2 (Q 2, 9), A4
2.F.1.g	CO7. Credentialing	M1: 8; M2: 13-14	10	A2 (Q8), A3,
2.F.1.h	CO8. Labor Market	M1: 13; M2: 15	12	A2 (Q8), A3
2.F.1.i 2.F.5.b	CO9. Ethical Standards	M1:4-6, M3-7; M2: 9-11;	3, 6, 7, 9	A2 (Q4a, Q4b), A7
2.F.1.i	CO10. Ethical Decision Process	M1:4-6, M2:9-11	6,7,8	A2 (Q4a, Q4b), A7
2.F.1.j 2.F.5.e	CO11. Technology	M1: 5-6	4	A2 (Q3), A7
2.F.1.k	CO12. Self-evaluation	M1: 2-3	3, 7	A3, A5, A6
2.F.1.l	CO13. Self-care	M1: 2, M8	12	A3, A8
2.F.1.m	CO14. Supervision	M1: 8-9; M2: 12	10	A2 (Q8), A3

2.F.1.i 5.C.2.i,l	CO15. Legal Issues	M1: 6; M2:10-12	8, 9	A2 (Q6-8), A3
5.C.2.k	CO16. Organizations	M1:1,13M2: 11;	10,11,12	A2. A7
5.C.2.1	CO17. CMHC Ethics	M3-7; M2:9-11	6,7,8	A2 (Q4a, Q4b), A7
5.C.3.c	CO 18. Mandated Clients	M2:10-12	8,9	A2(Q6-8), A3

\* A quick reference to Materials and Assignments is listed below. Numbers after colons indicate chapters.

\*\* A1a. and A1b., The Corey, et.al. Midterm and Final, together Literally cover every CACREP Standard of Professional Counseling Orientation and Ethical Practice (2.F.1.a-m). This Assignment will not be listed on each row of this Table. (Other materials are used to provide/supplement more in depth considerations where Corey, *et.al.*, do not give fuller treatment, e.g., legal considerations of paternity and child custody.)

### Quick Reference to Materials and Assignments

#### Materials

- M1. Corey
- M2. Wilcoxon
- M3. ACA Casebook
- M4. ACA Code of Ethics
- M5. AMHCA Code of Ethics
- M6. APA Code of Conduct
- M7. Richardson paper
- M8. Yalom, The Gift of Therapy
- M9. AMHCA History
- M10. ACA History

#### Assignments

- A1. Corey Mid-term and Final Exams
- A2. Quizzes (Q)
- A3. Lecture Final Exam
- A4. Codes of Ethics Comparison Paper
- A5. Values based referrals (incorporated in daily quiz).
- A6. Bracketed values (incorporated in daily quiz).
- A7. Licensure Law Assignment
- A8. Yalom, The Gift of Therapy

**CO5580 Syllabus Addendum 1: Reasons for inclusion of the Wilcoxon, et.al., text with its emphasis on Marriage and Family Therapy in a course on Counseling ethics and professional issues.**

1. Wilcoxon, Remly and Gladding (WRG) are all major figures in the Counselor Education, CACREP, ACA academic and professional culture, e.g.,
  - a. Wilcoxon recently retired after a long career as Professor and chair of the Counselor Ed. Ph.D. program at the University of Alabama, and as AL, LPC Board member.
  - b. Gladding is a past president of ACA.
  - c. All three authors are LPC's and have recently been Ph.D. Counselor Education program professors (or chairpersons).
2. However, WRG are not only knowledgeable of ACA and CACREP academics and culture, they are also trained and active in the systems therapy (MFT) portion of the helping field.
  - a. Wilcoxon and Gladding are AAMFT Clinical fellows and Approved Supervisors.
  - b. Remly is an LMFT.

The result is that WRG consistently weave couples, family, adolescent and child (systemic) considerations into foundational and practical contemporary ethical issues. The Corey, et.al. text, with its long-term (10<sup>th</sup> edition) immersion and acceptance (Corey is the co-editor of the ACA's ethics casebook) in the counseling profession, has only a single chapter on MFT ethics. WRG give students a far more complex treatment of the way ethical guidelines can have unique couple-and-family-system ramifications, e.g., they expose students to questions such as

- relative to confidentiality can you call a husband of their suicidal partner if that partner is your client,
- can you have a conversation with the father of an adolescent if the mother has sole custody (given there are 4 types of child custody),
- if your client is a couple stating they want to be seen together should you ever request individual sessions as part of your work, why or why not,
- if your client is an individual when should you seek to convene significant others, if ever, if so, how would you go about this,
- re informed consent to treatment, is the age of majority nationally uniform, and regardless of age of majority what are the exceptions giving minors majority status rights to treatment-consent and to privacy? (Of course, this is a family-systems concern and also a legal issue.)

3. The WRG text exposes students to legal issues that interact with codes of ethics in far greater depth than does the Corey, et.al., text. Besides being a professor of counseling, an LPC and LMFT, co-author Theodore Remly is a J.D. (Doctor of Jurisprudence). Therefore, WRG not only provide rudimentary, general legal explanations (notably basic malpractice (tort), fiduciary and family law), but they consistently explain ethics in light of the matrix of legal issues and systems counseling, i.e., multiple client family treatment. They take up such topics as:

- a. consent decrees,
- b. how to communicate with a *guardian ad litem*,
- c. how to handle a subpoena, even
- d. legal liability insurance issues, e.g., they note that unintentional tort is covered by professional liability insurance, typically intentional tort is not. Learning this important difference is relatively simple, but not common knowledge, e.g. "battery" is typically considered intentional tort and the legal definition of battery is "unconsented touch."

Corey, et.al only lightly touch on legal issues. Their primary focus is ethics.

4. Lastly, RTS, MAC students frequently encounter couple and family systems in their Practicum and Internship experience (and thereafter). Note that 120-150 of their 400 pre-graduate, supervised clinical hours are required to be "relational hours," i.e., client units comprised of more than one person (which can include both group counseling as well as couples and family systemic counseling.) The RTS, MAC program requires a fairly large number of relational hours as well five hours of course work in couples and family systems because of the couples and family counselees served at clinical facilities where our students and graduates are trained and practice.

In summary, firstly, I believe the Corey, et.al., text content is highly useful because of its long-term immersion and acceptance in the professional counseling portion of the helping field. Secondly, given client populations frequently encountered by our students, I believe the Wilcoxon, et.al., text is a valuable course inclusion for its significant integration of marital and family systems and legal issues as they pertain to counseling ethics and professional issues.

## CO5580 Addendum 2: Sample Questions from Wilcoxon, et. al.,

### Ch 3a (pps. 42-60) Quiz 1a

1. What is given as the pinnacle ethical duty in all mental health care?
2. Explain the difference between mandatory and discretionary actions relative to ethical codes.
3. If sued for malpractice by what standard would the therapist be judged?
4. Given any one of Kitchner's (1986) four major psychological processes underlying applied ethics and psychotherapy, be able to explain that particular process, (one sentence per process).
5. Be able to recount the four components of ethically responsible behavior according to Van Hoose (1980).
6. Given any of the five biomedical ethical principles (Beauchamp and Childress, 2009) seen as overarching/foundational to psychotherapy, be able to supply a definition.
7. What is care-based ethical decision-making?
8. Define virtue ethics.
9. Illustrate the difference between nonmaleficence and beneficence as applied to the issue of sexual intimacies with clients.

### Chapter 3b (pps. 61-70) Quiz 1b

1. What is confidentiality and why is it needed in psychotherapy?
2. Define privileged communication.
3. How does "privacy" differ from "privileged communication" and "confidentiality"?
4. When is it the therapist's "duty" to violate a client's rights to privacy?
5. According to Knapp and VandeCreek (1982), when are psychotherapists not liable for failure to warn in cases of violence?
6. Be able to outline Corey's six point procedure to be used in cases of imminent serious danger (of violence).
7. Define the ethical issue of informed consent.
8. According to Hare-Mustin, et.al. (1979), what are the three types of information that clients should have in order to make informed choices about psychotherapy?
9. What is the difference between a Therapeutic Contract and a Professional Disclosure Statement?

### Chapters 4 – 8, Quizzes 2 and 3

In Chapters 4 – 8 Wilcoxon, *et.al.*, point out 12 ethical issues (listed below) that often have implications unique to counseling with marriage partners and/or families. Presented with any of the issues below designated as either Quiz 2 or Quiz 3 be able to articulate at least one ethical concern addressed by the authors on the respective designated quizzes.

- |  |                              |
|--|------------------------------|
| 1. Confidentiality                           | 7. Convening issues (Quiz 2) |
| 2. Privileged Communication                  | 8. Paradoxical procedures    |
| 3. Informed consent                          | 9. Partner violence (Quiz 3) |
| 4. Problem definition                        | 10. DSM (Quiz 3)             |
| 5. Systemic inequity, triangulation (Quiz 2) | 11. Managed Care             |
| 6. Therapist power as change agent (Quiz 2)  | 12. HIV/AIDS (Quiz 3)        |

## Chapter 9, Quiz 4

(*ACA Code of Ethics*, and the “ACA Policies and Procedures for Processing Complaints of Ethical Violations”  
(See ACA website for the latter.)

1. Who may approach the ACA and/or AAMFT Ethics Committees with complaints against respective association members?
2. After investigation and hearings what actions can be taken by Professional Ethics Committees?
3. As of today’s class and all future classes students should be able to analyze scenarios like those in the *ACA Casebook* and both Corey and Wilcoxon texts, and assess them as in compliance or in violation of the ACA Code of Ethics (if not in accord then describe an ethical course of action). Students do not need to quote code numbers but must be able to paraphrase code standards and prescribe ethical courses of action for the presented scenarios. While quiz questions may sample any codified ethical topics, the following topic areas will receive focused attention in the following sequence.
  - i. Class day 6 – ACA Code Section A
  - ii. Class day 7 – ACA Code Section B
  - iii. Class day 8 – ACA Code Section C
  - iv. Class day 9 – ACA Code Sections D and E
  - v. Class day 10 – ACA Code Section F
  - vi. Class day 11 – ACA Code Section H
  - vii. Class day 12- ACA Code Section I

**Quiz 5 (on class day 7) will consist of scenarios to evaluate *vis a vis* ethical guidelines as well as ACA Code Section B.**

## Chapter 10 Quiz 6a\* (items 1-10) Quiz 6b (items 11-19)

1. Be able to define and differentiate between Statutory, Administrative and Case Law.
2. Differentiate between Criminal and Civil Law in terms of definition and remedy.
3. What are the two most frequently encountered situations calling for therapists to serve as "sources of information"?
4. Be able to briefly outline the facts of the Tarasoff case as well as the three factors emanating from the Tarasoff decision which are pertinent to a therapist's duty to warn.
5. What is a "consent decree"?
6. Be able to recall two results of comparisons between mediation and court adjudication.
7. What is the ideal role of the LPC or LMFT as "expert witness"?
8. Who can serve as an "expert witness"?
9. Marriage and Family Therapists' major areas of legal liability come under what three headings?
10. How is a therapist's relationship with his client a fiduciary relationship?
11. Define tort.
12. Define malpractice. (Include 3 elements necessary to prove malpractice.)
13. List any 3 of the 5 negative effects of psychotherapy constituting tortious injury.
14. Malpractice is an unintentional tort. (T or F)
15. Differentiate between intentional & unintentional tort.
16. Explain any three intentional torts.
17. Know the difference between “occurrence-based” and “claims-made” professional liability insurances.

## Chapter 11 Quiz 7

1. What is a prenuptial agreement and how are such agreements used today?
2. Supreme Court rulings favor support benefits from biological parents of children of unwed mothers. (T or F)
3. Be able to briefly outline the holdings of Roe v. Wade (1973 Note Roe vs Wade overturned in 2022) and Planned Parenthood of the Blue Ridge v. Camblos (1998).
4. Define and state the purpose of the guardian ad litem?
5. Be able to briefly define "annulment."
6. Be able to briefly summarize Orlando's (1978) report on required conciliation counseling.
7. Know the difference between common law and community property rights laws.
8. What is the difference between the tender years doctrine and the best interest of the child standard?
9. Indicate 3 relevant factors courts may use to delineate the best interest of the child according to the Uniform Marriage and Divorce Act.
10. Be able to define and differentiate between the four types of child custody listed in your text.
11. Typically, child support awards remain in effect until a child reaches the age of \_\_\_\_\_.

## Chapter 12 Quiz 8

1. Given an oral or written presentation of cases 1-6 in this chapter, briefly state the core of your authors' conclusion and their legal reasoning behind that conclusion.
2. The Buckley Amendment (FERPA) basically states that parents and "eligible" students have the right to inspect the educational records of those students. To which schools does this law apply?
3. The therapists may legally refuse court testimony if state statutes grant him privileged communication regardless of the wishes of the particular client. (T or F)
4. List two means that a court might use to acquire information that would be less intrusive than the subpoena of therapist testimony or records.
5. Supervisors are ultimately legally responsible for the welfare of clients seen in therapy by their supervisees. (T or F)
6. Supervisees are absolved of legal liability for their clients in light of the legal doctrine of respondeat superior. (T or F)
7. Re insurance fraud, the authors point out 3 often practiced but prohibited behaviors. One involves the provider of service, another diagnosis and the third, fee waiver. Briefly explain the ethical and legal issues involved with each.
8. What is the "consistent judicial trend" on the issue of privileged communication and multi-person psychotherapy, e.g., marital therapy.
9. On the same topic as immediately above, what is the third-party rule and how universally is this applied?
10. Usually courts value the welfare of children above the privacy of their parents. (T / F)
11. In your opinion (and based on "Case 10") can an MFT conducting marital therapy list their provided service as individual psychotherapy for insurance reimbursement purposes.
12. Lecture item re terminations and transfers at the RTS Center.  
Q. What 3 issues does your Prof instruct you to address when ceasing counseling sessions with clients and how many sessions would this require?

## Chapters 13 & 14 Quiz 9

1. The American Psychological Association and the American Counseling Association are both individualistic in their theoretical presuppositional base and therefore opposed to marriage and family/systems concepts. (T or F)
2. What does IAMFC signify and of what larger professional body is it a subgroup?
3. Explain "MCE" and ACA's and AAMFT's MCE policy for continued membership.
4. Your text cites other authors pointing out that the purpose of state licensure of M&F therapists is:
  - a. consumer protection
  - b. monopolistic self-protection of "market place" income
  - c. both a and b above
  - d. neither a nor b above
5. According to your author, how is research relevant to professional identity.
6. According to your authors MFT is a distinct profession rather than a professional specialization. (T or F, explain both concepts.)

## Chapter 15 Quiz 10

1. Be able to list any 3 therapeutic uses of individual sessions listed by your authors either in diagnostic or ongoing therapy sessions. (See pps. 329, ff.)
3. Do your authors believe that client and therapist values should ever be addressed in therapy?
4. Providing a family with an alternate values viewpoints equates to client exploitation (T or F, explain)
4. What does your author believe regarding written consent and the use of substitute therapists in cases of therapist absence?
5. It is unethical, according to AAMFT, to use a collection agency in light of confidentiality problems. (**T or F**) Explain your answer.
6. Drawing from the issues presented by your authors under text "Question 6," list 2 of these you see as significant professional concerns regarding "small town" practice?
7. Drawing from the items presented by your authors under Question 8 as ways for therapists to achieve balance between professional and personal life, list 2 of these you see as potentially useful.

### Course Objectives Related to MAC\* Student Learning Outcomes

Course: CO5580 Ethics  
 Professor: William Richardson  
 Campus: Jackson  
 Date: Spring 2026

<b>MAC* Student Learning Outcomes</b>		<b>Rubric</b>	<b>Mini-Justification</b>
<p><i>In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.</i></p>			
<b>Professional Counseling Orientation &amp; Ethical Practice</b>	Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling.	Strong	Professional and ethical counseling issues are the primary foci of this course.
<b>Social &amp; Cultural Diversity</b>	Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one's own life and career and those of the client.	Strong	Diversity considerations are significant vis a vis ethical nondiscriminatory and effective client treatment.
<b>Human Growth &amp; Development</b>	Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas.	Minimal	Developmental knowledge contributes to client welfare treatment concerns.
<b>Career Development</b>	Understands and applies theories and models of career development, counseling, and decision making.	Minimal	Developmental vocational issues intersect with client welfare treatment concerns.
<b>Counseling &amp; Helping Relationships</b>	Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans.	Moderate	Counseling theory and alliance issues are always relevant to ethical treatment.
<b>Group Counseling &amp; Group Work</b>	Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness.	Minimal	Relevant when considering multiple-person clients.
<b>Assessment &amp; Testing</b>	Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.	Moderate	Knowledge of ethical issues re the administration and communication of assessment instruments and results is considered in this course.
<b>Research &amp; Program Evaluation</b>	Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling.	Minimal	Ethical treatment/handling of research participants and results is considered in this course.
<b>Clinical Mental Health Counseling</b>	Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Strong	Professional, ethical mental health counseling issues

			are the primary foci of this course.
<b>Integration (Biblical/Theological)</b>	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	Strong	Biblical anthropology concerns are foundational to the study of ethics.
<b>Sanctification</b>	Demonstrates a love for the triune God.	Strong	The actual ethical behavior of counselors receives focus in this course.