



CG 677
Ethical and Legal Issues in
CMHC
Semester & Year

Course Delivery Method: Seated Classroom Lecture
Course Section:
Meeting Time and Place:
Course Credit Hours: 3

FACULTY CONTACT INFORMATION:

Instructor:

Phone:

Email:

Office Hours: As posted, and by appointment and before and after class

COURSE and PROGRAM SPECIFIC INFORMATION

I. COURSE DESCRIPTION:

This course surveys moral, ethical and legal codes that govern and influence behavior and decision making in professional counseling. The students will learn key statutes and case law that pertain to their practice as well as how that relates to the American Counseling Association Code of Ethics.

II. COURSE OBJECTIVES:

To enable candidates to have a general understanding of the legal and ethical standards which impact their professional practice.

- A. The candidate will be familiar with appropriate legal and ethical terms and procedures.
- B. The candidate will be familiar different types of law that are significant in professional counseling, as well as gain familiarity with the judicial system.
- C. The candidate will develop knowledge of HIPAA and FERPA as they direct the generation and maintenance of appropriate records as well as documentation practices in the practice of professional counseling.
- D. The candidate will demonstrate skills in using an ethical decision-making model when faced with an ethical dilemma.

- E. The candidate will be familiar with mandated reporting, confidentiality, privileged communication, duty to warn, involuntary admission and informed consent practices that represent best practices in professional counseling services.
- F. The Candidate will learn and demonstrate skills in alternative dispute resolution as it pertains to healthcare.

CACREP 2016 Standards Assessed:

Clinical Mental Health Counseling

CACREP.2016.5.C.2.i. legal and ethical considerations specific to clinical mental health counseling

CACREP.2016.5.C.2.m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

CACREP.2016.5.C.3.c. strategies for interfacing with the legal system regarding court-referred clients

CACREP.2016.5.C.3.d. strategies for interfacing with integrated behavioral health care professionals

III. TEXTS/MATERIALS FOR THE COURSE:

REQUIRED TEXT:

Wheeler, N. & Bertram, B. (2019). *The counselor and the law: A guide to legal and ethical practice*. (8th ed.). Alexandria, VA: The American Counseling Association.

American Counseling Association. (2014). *Code of ethics and standards of practice*. Alexandria, VA: Author.

Recommended Readings:

Çerkez, Y., Manyeruke, G., Oduwaye, O., & Shimave, S. (2018). Ethical issues in counseling: A trend analysis. *Quality & Quantity: International Journal of Methodology*, 52(Suppl 1), S223–S233.

<https://doi.org/10.1007/s11135-017-0604-6>

Corey, G., Corey, M. S., & Corey, C. (2019). *Issues and ethics in the helping professions*. Boston, MA: Cengage Learning.

Elliot, C. D., & Cohen, G. S. (2019). *Counseling ethics for the 21st century: A case based guide to virtuous practice*. Thousand Oaks, CA: Sage Publications.

Herlihy, B., & Corey, Gerald. (2015). *ACA ethical standards casebook*. (7th ed.). Alexandria, VA. American Counseling Association.

Remley, T. R., & Herlihy, B. (2020). *Ethical, legal, and professional issues in counseling*. Saddle River, New jersey: Pearson publishing.

Ridley, R., & Ridley, Robin (2020). Treatment considerations and ethical concerns in working with transgender persons [Webinar]. Tennessee Licensed Professional Counselor Association.

<https://tlpca.net/project/treatment-considerations-and-ethical-concerns-in->

[working-with-transgender-persons-webinar/](#)

Welfel, E.R. (2016). *Ethics in counseling & psychotherapy: standards, research, & emerging issues*. (6th ed.). Boston, MA: Cengage Learning.

Wilkinson, T., Smith, D., Wimberly, R. (2019). Trends in ethical complaints leading to professional counseling licensing boards disciplinary actions. *Journal of Counseling and Development*, 97(1), 98-104.

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

Five Assignments WORTH 100 POINTS EACH will be used to cover course material and provide a source for evaluation.

Assignment A Informed Consent Paper, submitted to Via (Due July 1)

Students will discuss why do we have informed consent, the role Tarasoff had in informed consent, and other important laws have implications for informed consent. This assignment is to be in APA style, minimum 5 pages, and 3-5 references. (100 points).

Assignment B Field Experience Analysis, Submitted to Via (Due July 15)

Students will interview an LPC or counselor working toward their LCP and write a paper that summarizes the interview and is a minimum of 5 pages. Cite and summarize ONE related peer reviewed article. This summary should appear at the beginning of the assignment. Do not use any names of individuals or agencies. At a minimum, students will ask the following questions:

1. How long have you been licensed and/or practicing?
2. What has been your most significant legal or ethical challenge?
3. How was this issue resolved?
4. What have you struggled with the most in private practice?
5. What types of clients do you see & what are the legal and ethical considerations specific to these clients?

Assignment C Discussion Board/Journals, BlackBoard (due throughout the semester)

Students will participate in online discussion boards and journal entries as assigned in class. For discussion boards, students will post one original thread and two response threads. For online journal entries, the minimum page limit is 2 pages.

EXPECTATIONS OF THE STUDENT:

At a minimum, students should be familiar with the following expectations:

- A. *The student is expected to actively participate in class.*
- B. *The student is expected to complete the required readings and assignments.*

- C. *The student is expected to demonstrate satisfactory performance on examinations.*
- D. *The student is expected to respond to a variety of skill assessment techniques.*
- E. *The student is expected to know about and use a variety of technological strategies to enhance learning*
- F. *The student is expected to know about legal issues and ethical standards in counseling.*
- G. *The student is expected to be in attendance for all graduate classes.*

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

V. METHODS OF INSTRUCTION:

Methods of instruction will include didactic lectures, collaboration, demonstration, presentations, evaluation, research projects, homework, evaluations & discussion of the topics in the syllabus. Active participation and learning through dialogue is strongly encouraged in this Masters level course. It is expected that the students will share the responsibility for others and their own learning.

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Technology

Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.**

LiveText

Each student will be required to establish an account with the LiveText program by the second class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online at **<http://livetext.com>** or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

Library Resources

The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library's website (library.lmunet.edu) for full details. There are many professional databases including: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **ProQuest Education Journals** database which contains access to 760 leading

journals of which over 600 are in full-text; **ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection**: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than 1 million dissertations and theses; **Mental Measurements Yearbook** which contains descriptive information & critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement & intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VII. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE

Schedule of Classes and Assignments

MEETING 1	Syllabus, Assign Topics, Definition of Terms, the counselor as a health care provider and the counseling relationship Read ACA code of Ethics Chapter 1 Overview of Law, Ethics, and Professionalism
MEETING 2	Chapter 2 The Counseling Profession Chapter 3 The Counseling Relationship
MEETING 3	Case studies (2) reflection and code applies to Case studies taken from ACA Ethical Standards Casebook Case studies used: Case Study 16 A suicidal teenager (Frank), Case Study 5 The slap-how best to help hope (Hope), Case Study 2 A Minor (?) Client (Tommy), Case Study 1 Keep Kendra’s Secret or Not? (Kendra), The case of Serena, Case Study 6 A Supervisee Feels Betrayed (Karen) CACREP.2016.5.C.3.d strategies for interfacing with integrated behavioral health care professionals
Meeting 4	Chapter 4 Civil Malpractice Liability, Licensure Board Complains, and Criminal Actions Chapter 5 Confidentiality, Privilege, and HIPPA Privacy Chapter 6 Duties to Report, Warn, and/or Protect CACREP.2016.5.C.3.c strategies for interfacing with the legal system regarding court-referred clients Look up TN licensure application before class
MEETING 5	TN licensure application assignment Title 33 in Tennessee Code, Department of Mental Health & Substance Abuse; involuntary admission https://publications.tnsosfiles.com/rules/0940/0940.htm

	https://www.tn.gov/behavioral-health/mental-health---substance-abuse-law/mental-health---substance-abuse-law/department-rules.html
MEETING 6	Chapter 6 Chapter 7 Records and Documentation Chapter 8 Digital Technology and Counseling Chapter 9 Suicide and Threats of Harm to Self CACREP.2016.5.C.2.m record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
MEETING 7	Interview paper Clients with impairments
MEETING 8	Remaining presentations, Reflections, Evaluations and Conclusion. Chapter 10 Professional Boundaries Chapter 11 Managing Your Counseling Practice Chapter 12 Counselor Educators and Clinical Supervisors CACREP.2016.5.C.2.l legal and ethical considerations specific to clinical mental health counseling

VIII. HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE):NA

IX. TRANSPARENT INSTRUCTION:

The Quality Enhancement Plan (QEP) for LMU, Transparent Instruction in General Education and Gateway Courses for Student Success, is committed to improving student success through targeted course assignments. LMU is focused on providing instructional assignments to students in a clear and concise manner that is inclusive of all learners.

Each qualifying course will have a minimum of two transparent assignments in which the Purpose, Tasks, and Criteria (PTC) will be explained. The Purpose will identify the learning objectives including the skills and knowledge to be gained—both for the class and beyond college. The Tasks will list the activities and steps that students will perform to complete the assignment. The Criteria will detail the grading rubrics and point structure. An annotated example may be provided to model exemplary work.

X. [EACH INSTRUCTOR MAY INSERT MISCELLANEOUS COURSE ELEMENTS HERE, AS DESIRED – NUMBERED IN SEQUENCE]: [OPTIONAL SECTION(s)] NA

XI. IMPORTANT DATES IN THE ACADEMIC CALENDAR FALL 2020:

Event	Date(s)
Classes Begin	August 17
Last Day to Add Classes	August 26
Labor Day (no classes)	September 7
Last Day to Drop Course without “WD”	September 15
Mid-Terms	October 5-9
Homecoming (classes held as scheduled)	October 8-11
Last Day to Drop Course without “F”	October 23
Thanksgiving holiday (no classes)	November 25-27
Last Day of Classes	December 4
Final Exams	December 7- 11
Commencement (10 a.m.)	December 12

XII. UNIVERSITY SERVICES:

ACADEMIC SUPPORT SERVICES: LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academic-and-student-services/index.php> for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6277 (800-325-0900 ext. 6277).

XIII. UNIVERSITY POLICIES:

UNDERGRADUATE ATTENDANCE: To maximize the learning experience at Lincoln Memorial University, students are expected to attend all classes. It is the student’s responsibility to complete all course requirements even if a class is missed. The University understands that certain absences are unavoidable and recognizes the following as excused absences:

- Personal illness – health care provider validation typically required; chronic illnesses which may cause absences should be disclosed to the instructor (see course syllabus for specific guidelines)
- Death or critical illness in the family as defined in LMU Student Handbook (see Bereavement Policy)
- Jury duty
- Military duties
- Religious observances of a student’s faith
- Participation in a university-sponsored activity – with official notification from University personnel

Faculty may require documentation for excused absences. Additional excused absences are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an “excused absence” the opportunity to make up work missed without any reduction in the student’s final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences, students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the University’s academic integrity policy (which can be found in the LMU Undergraduate Catalog <https://www.lmunet.edu/academics/catalogs.php>).

The LMU Athletics Division will provide official notification of excused absences directly to the instructor. It is also the student athlete’s responsibility to notify the instructor of any absence PRIOR to the absence. For examinations (tests or quizzes) which conflict with excused athletic absences, the student athlete must notify the instructor BEFORE the absence and reach an exact agreement on the time and date of the make-up exam/quiz. Major projects/papers/presentations affected by excused absences must also follow the make-up process as outlined above.

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.

Approved at Academic Council October 18, 2018

UNOFFICIAL WITHDRAWALS: Any student who ceases attending classes before the end of the semester, or summer term, without completing the official withdrawal from the University, automatically receives the grade “F” for such course(s), so noted on the student’s academic transcript, and may be administratively withdrawn. Unofficial Withdrawals are reviewed after grades post for each term. Any student earning all F’s is considered an Unofficial Withdrawal. Financial Aid confirms attendance past the 60% point of the term and a timeline in which to provide that documentation. Adequate attendance documentation can be an email statement directly from the instructors stating the student attended past the 60% date, hard copy print outs of online coursework submitted after the 60% date, or hard copy tests submitted after the 60% point. If attendance is not confirmed, LMU will make an R2T4 calculation, thru FAA Access, using the 50% point of the term as the withdrawal date. Adjustments are made and refunds returned to the appropriate program(s) with the DOE, at the time of processing the Unofficial Withdrawal student record. Financial Aid then notifies

the student of the adjustments made via the results of the R2T4 calculation, why the calculation had to be made, and what financial responsibilities the student has.

ADMINISTRATIVE WITHDRAWALS: Students who have not attended courses by the ninth class meeting of the semester (or equivalent for summer terms) will be reported to the Registrar's Office, Financial Aid, and the Tagge Center and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively withdrawn, with an F recorded on the transcript for each course. (See "Unofficial Withdrawal.")

FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:

[Verification of Identity](#)

[Protection of Identity](#)

[No Additional Charges](#)

STUDENTS WITH DISABILITIES POLICY: LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6587).

DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES can be found in the student handbooks and catalogs published online as part of the LMU Website:

Catalogs: <https://www.lmunet.edu/academics/catalogs>

Handbooks: <http://www.lmunet.edu/student-life/handbooks>

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT:

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action

or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex-based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/counseling/index.php>.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at titleix@lmunet.edu, or by phone at (423) 869-6618. The Title IX Coordinator/Institutional Compliance Officer's office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

HAZING: Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.)

and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate degree students, which includes: Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology; Associate of Arts – General Studies; and Associate of Science – General Studies, students must take the General Education Proficiency Profile examination. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate’s degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of \$20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student’s subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated, the student will have a grade of No Credit (N.C.) assigned for LNCN 300.

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:

- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

IN THE EVENT OF INCLEMENT WEATHER students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY: Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course

instructor.

XIV. MISSION STATEMENT:

University Mission and Purpose Statement

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

The University is committed to teaching, research, and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission.

Approved by the Board of Trustees May 5, 2006

School of Education – Unit Mission Statement

The School of Education is dedicated to preparing professional educators of distinction who embody the three core ideas of Lincoln Memorial University. We accomplish our mission through instilling the core ideals of **Values, Education** and **Service** in candidates who:

- demonstrate the disposition of the education profession – **Values**
- articulate and live by the knowledge base and understands of moral, social, and political dimensions which will impact individual students, schools, districts, and communities for the enrichment of society – **Values**
- demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real life classroom experiences while involved in field and internship placements in partner P-12 schools – **Education**
- promote lifelong learning through continued professional development and scholarship – **Education**
- assist in meeting the educational needs of an ever-increasing global society, especially the underserved – **Service**
- articulate an understanding that all students can learn as well as demonstrate the disposition to serve and teach diverse student populations – **Service**

Counseling Program Mission Statement

The Counseling Program has as its primary mission the preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region, and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings, and counseling techniques in a strengths based, solution-focused paradigm to assist students and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social and vocational development.

Program offerings, service learning activities and field experiences are designed to encourage personal,

professional, and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

- XV. STUDENT COMMUNITY ENGAGEMENT:** A cornerstone of the University's mission is service to humanity. As part of the University's Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <https://www.lmunet.edu/leadership-and-outreach/index.php> or contact the Director of Leadership and Outreach, Hannah Wilson, at Hannah.wilson@lmunet.edu.
- XVI. TurnItIn.com notification:** Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.
- XVII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.**

Presntation and Case Study Papers Rubirc

Elements	Above Sufficient 3 points	Sufficient 2 points	Below Sufficient 1 point
<p>Legal and ethical considerations specific to clinical mental health counseling</p> <p>CACREP 2016 5.C.2.1 legal and ethical considerations specific to clinical mental health counseling</p>	<p>Student presentation provided in depth knowledge of legal and ethical considerations, student spoke clearly, and was able to answer all questions from classmates and instructor.</p>	<p>Student presentation provided in general knowledge legal and ethical considerations, student spoke clearly, and was able to answer most questions from classmates and instructor.</p>	<p>Student presentation provided superficial knowledge of legal and ethical considerations, students thought process was difficult to understand, and was not able to answer questions from classmates and instructor.</p>
<p>Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling</p> <p>CACREP 2016 5.C.2.m record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling</p>	<p>Student presentation provided in depth knowledge of record keeping, third party reimbursement, and other management issues in clinical mental health counseling. Student spoke clearly and was able to answer all questions from classmates and instructor.</p>	<p>Student presentation provided general knowledge of record keeping, third party reimbursement, and other management issues in clinical mental health counseling. Student spoke clearly and was able to answer most questions from classmates and instructor.</p>	<p>Student presentation provided superficial knowledge of record keeping, third party reimbursement, and other management issues in clinical mental health counseling. Students' thought process was difficult to understand. Student was not able to answer questions from classmates and instructor.</p>
<p>Strategies for interfacing with the legal system regarding court-referred clients</p> <p>CACREP 2016 5.C.3.c strategies for interfacing with the legal system regarding court-referred clients</p>	<p>Student presentation provided in depth knowledge of legal system and clients who have been referred by court. Student spoke clearly and was able to answer all questions from classmates and instructor.</p>	<p>Student presentation provided general knowledge of legal system and clients who have been referred by court. Student spoke clearly and was able to answer most questions from classmates and instructor.</p>	<p>Student presentation provided superficial knowledge of legal system and clients who have been referred by court. Students' thought process was difficult to understand. Student was not able to answer questions from classmates and instructor.</p>
<p>Strategies for</p>	<p>Student presentation</p>	<p>Student presentation</p>	<p>Student presentation</p>

<p>interfacing with integrated behavioral health care professionals</p> <p>CACREP 2016 5.C.3.d strategies for interfacing with integrated behavioral health care professionals</p>	<p>provided in depth knowledge of strategies for collaborating with behavioral health care professionals. Student spoke clearly and was able to answer all questions from classmates and instructor.</p>	<p>provided general knowledge of strategies for collaborating with behavioral health care professionals. Student spoke clearly and was able to answer most questions from classmates and instructor.</p>	<p>provided superficial knowledge of strategies for collaborating with behavioral health care professionals. Students' thought process was difficult to understand. Student was not able to answer questions from classmates and instructor.</p>
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