



UNIVERSITY of MARYLAND
EASTERN SHORE

SCHOOL of PHARMACY AND HEALTH PROFESSIONS

Department of Rehabilitation

General Information

Program	:	Master in Rehabilitation Counseling
Academic Term	:	Spring 2023
Course Code	:	RECN 702
Course Title	:	Legal Aspects and Ethical Issues in Rehabilitation Counseling and Behavioral Health
Credit Hours	:	3 (45 contact hours)
Learning Modality	:	
Meeting Days and Time	:	
Room	:	
Instructor	:	
Email	:	
Phone	:	
Office Location	:	
Office Hours	:	
Program Assistant	:	
Email	:	
Phone	:	

Course Description

This course is designed to enhance students' understanding of the ethical principles, legal standards, and legislative issues associated with research, teaching, and the practice of counseling. Within social and cultural contexts. The course will teach students how to examine theoretical and practice-based models of ethical decision-making as pertain to understanding relevant underlying principles and specific professional issues of counseling research, rehabilitation, and mental health services. The goals of this course are to (1) increase counselor knowledge and awareness of ethical, legal, social, and professional issues in counseling; (2) increase familiarity of how social and cultural issues influence ethical and practical counseling and research models; (3) begin identifying and applying ethical and multicultural counseling competence into counseling and research practices and (4) give an overview of counseling credentialing practices, professional associations, and the laws.

Prerequisites: RECN 621, 622, 623, 624, 625

Process	Last day
Add/drop period ends	February 6, 2023 (5:00 pm)
Withdrawal period ends (W)	April 14, 2023 (5:00 pm)
Withdrawal (All classes)	May 12, 2022 (5:00 pm)

See Academic Calendar Spring [2023](#) for further important dates and deadlines.

University Support Services

The University recognizes that students could need some help outside of class and offers academic assistance through several offices. In addition to talking with your instructor and advisor, we recommend you contact the Center for Access and Academic Success (CAAS) for help with your academic studies

Course Objectives and Key Performance Indicators

KPI1: Graduates will develop professional identity through participation in professional associations and activities and engaging in a professional practice consistent with federal and state laws, licensing, certification, guidelines, and standards.

KPI11: Graduates will be able to understand and apply professional and ethical behaviors to work collaboratively with individuals with disabilities, their support systems, and their environment, promoting goals achievements in personal, social, psychological, and vocational areas.

KPI12: Graduates will demonstrate professional communication skills, behaviors, and attitudes within the rehabilitation counseling profession, consistent with professional ethics, adequate client-professional boundaries, professional responsibilities, multicultural competencies, emotional well-being, self-care, motivation, openness, flexibility, adaptability, and congruence.

Course Objective	CACREP Standard	Assessment
1. Describe 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.	2F-1b	Exams Comparative charts
2. Discuss the role and process of the professional counselor advocating on behalf of the profession.	2F-1d	Exams
3. List professional counseling organizations, including membership benefits, activities, services to members, and current issues.	2F-1f	Professional requirements diagram/chart

Course Objective	CACREP Standard	Assessment
4. Explain professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	2F-1g	Professional requirements diagram/chart Exams
5. Examine current labor market information relevant to opportunities for practice within the counseling profession.	2F-1h	Comparative charts
6. Assess ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	2F-1i	Ethical dilemma decision making project
7. Evaluate technologies impact on the counseling profession	2F-1j	In class discussion: Distance counseling service provider web page critique
8. Identify strategies for personal and professional self-evaluation and implications for practice.	2F-1k	Exam Personal values reflective statement
9. Apply self-care strategies appropriate to the counselor role.	2F-1l	Self-care strategies plan
10. Evaluate the role of counseling supervision in the profession.	2F-1m	Exam
11. Evaluate and apply ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.	2F-5d	Exam
12. Evaluate and apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	2F-3i	Self-care and strategies plan
13. Evaluate and apply ethical and culturally relevant strategies for addressing career development.	2F-4j	Exams
14. Evaluate and apply ethical and culturally relevant strategies for designing and facilitating groups.	2F-6g	Exam

Course Objective	CACREP Standard	Assessment
15. Understand the relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams.	5D-2b	Exam
16. Appraise professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems.	5D-2t	Exam
17. Comprehend record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling.	5D-2u	Risk assessment case note
18. Identify professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling.	5D-2v	Professional requirements diagram/chart
19. Relate to legal and ethical considerations specific to clinical rehabilitation counseling.	5D-2w	Exam
20. Discuss the professional rehabilitation counseling scope of practice, roles, and settings.	5H-2a	Exam
21. Identify professional organizations, preparation standards, and credentials relevant to the practice of rehabilitation counseling.	5H-2p	Professional requirements diagram/chart Exam
22. Apply legal and ethical aspects of rehabilitation counseling, including ethical decision-making models.	5H-2q	Ethical dilemma decision making project
23. Understand the administration and management of rehabilitation counseling practice, including coordination of services, payment for services, and record keeping.	5H-2r	Exam

Resources

Required textbook	Rocco-Cottone, R., Tarvydas, V., & Hartley, M. (2020). <i>Ethics and decision making in counseling and psychotherapy</i> (5th ed.). Springer.
Required readings	American Counseling Association. (2014). 2014 ACA Code of Ethics as Approved by the ACA Governing Council. https://www.counseling.org/docs/default-source/ethics/2014-code-of-ethics.pdf?sfvrsn=2d58522c_4 Commission on Certified Rehabilitation Counselors. (2016). Code of Professional Ethics for Certified Rehabilitation Counselors. https://crrcertification.com/wp-content/uploads/2021/03/CRC_CodeEthics_Eff2017-Finalnewdesign.pdf
Complimentary texts	Remley, T., & Hewrlhy, B. (2020). Ethical, legal, and professional issues in counseling (6th ed.). Pearson. Welfel, E. (2016). <i>Ethics and Counseling in Psychotherapy</i> (6th ed.). Stamford, CT: Brooks/Cole Cengage Learning.
Recommended References and Resources	Ardi, Z., Putra, M., & Ifdil, I. (2017). Ethics and legal issues in online counseling services: Counseling principle analysis. <i>Jurnal Psikologi Pendidikan & Konseling</i> , 3(2), 15-22. https://doi.org/10.26858/jpkk.v0i0.3657 Landon, T., Connor, A., McKnight-Lizotte, M., & Pena, J. (2019). Rehabilitation Counseling in Rural Settings: A Phenomenological Study on Barriers and Supports. <i>Journal of Rehabilitation</i> , 85(2). Rehabilitation-Counseling-in-Rural-Settings-A-Phenomenological-Study-on-Barriers-and-Supports.pdf (researchgate.net) McCarthy, H. (2020). Advocacy to invigorate rehabilitation counseling professional associations: A reflective inquiry and suggested action goals. <i>Rehabilitation Counseling Bulletin</i> , 63(3), 179-186. Advocacy to Invigorate Rehabilitation Counseling Professional Associations: A Reflective Inquiry and Suggested Action Goals - Henry McCarthy, 2020 (sagepub.com)

Evaluation Criterion

- 1. Personal values reflective statement (100 pts)**
Students must review the readings on values and ethical decision-making. Follow the guiding questions and requirements described in the rubric.
Due date: March 9, 2022
- 2. Examinations (200 points/ 100 points each)**
Two (2) examinations are given on the dates specified in the course outline; 100 points possible on each exam; exam content will cover material from assigned readings and class lectures since the previous exam.
Dates: March 16, 2022 (Mid-term) / May 18, 2022 (Final)
- 3. Ethical Dilemma Decision-Making Project (100 points)**
Each student will read the case provided by the professor depicting an ethical dilemma in rehabilitation counseling practice. Students will complete a 5–10-page written analysis using applying the Tarvydas Integrative Decision-Making Model of Ethical Behavior to the assigned case. Write your responses in full sentences or paragraphs. Is required to use at least five scholarly sources to support the paper. APA style (7th ed.) is required for this paper. Detailed requirements are available in Canvas in the rubric designed for this assignment
Due date: March 30, 2023
- 4. Weekly application activities (100 points)**
Each week, the students will apply the acquired knowledge in a diversity of activities (i.e. personal statement, informed consent, case note).
Due date: See the calendar
- 5. Attendance (100 points)**
The course requires 10 in-person meeting (**Midterm exam, although is online, will count as an in-person meeting**). For each meeting, students will need to sign the attendance sheet to earn 10 points. It will be students' responsibility to sign the attendance sheet. Missing signatures will result in 10 points penalty for each signature.

NOTE: Evaluation criteria or due dates might be changed by the professor based on the academic semester or administrative challenges. Any changes will be communicated to students in the Announcement section on CANVAS.

Grading scale: The academic achievement of a student for this course is rated as follows:

Letter Grade	Points	Average	Performance Level
A	540-600	90-100	Exceed expectations
B	480-439	80-89	Meet expectations
C	420-479	70-79	Need a remediation plan
D	360-419	60-69	Does not meet the expectations
F	0-359	below 60	

Late submissions: Students must submit all assignments, quizzes, exams, and evaluation criteria on the designated date. If for any reason the student submits his/her work late, 15 points (15%) will be discounted during the first week. From two to four late weeks, 20 points (20%) will be discounted. Thirty (30) points (30%) will be discounted for works turned late for five weeks or above. Late submissions will be allowed until two weeks before final exams **in major projects and exams**. Late submission **does not apply to weekly assignments**.

Policies and Norms

- A. Instructional methods:** The University reserves the right to provide instruction through alternative delivery methods, including remote delivery. It also reserves the right to change the delivery method before or during an academic term in the event of a health or safety emergency or other circumstance when it determines that such change is necessary or in the best interests of the campus community. Tuition will not be reduced or refunded if the University changes the instruction method for any or all academic sessions.
- B. Course communication and instructor response time:** Student and instructor will utilize UMES email as the primary source of communication for this course. Faculty will generally respond to all student communication within 48 hours unless a weekend; any email messages received on Friday, Saturday, or Sunday will be addressed on the next business day.

Additionally, students are expected to:

- Log on at least three times a week – on different days to complete weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus
- Participate in threaded discussions as requested, this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and address questions from the instructor and/or other students. Please, see Discussion Board Guidelines.

If you find that you cannot meet the class minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible. Be aware of the late submission policy.

Course Syllabus – Spring 2023

Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submit an assignment/essay or complete assessment (exam or quiz) if administered in that week.

University policy excuses the absence of students for illness (self or dependent), participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must submit any request to be absent (preferable in advance) or any explanation for an absence in writing and supply appropriate documentation, i.e., medical documentation. Students with written, excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student. All students will follow the rules as stated in the UMES Graduate Catalog which involves class attendance. Due to the sensitive nature of the material covered in class, students should be in class at the designated time.

- C. Statement for Accessibility for On-Campus Courses:** If you have a disability for which you may require academic accommodations for this class, please register with the Office of Student Accessibility Services (SAS), located in the Office of Institutional Equity and Compliance (<https://wwwcp.umes.edu/oie/>), as soon as possible. Students who have an accommodation letter from SAS are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. Faculty receive digital copies of accommodation approval letters.

To qualify for accommodation assistance, students must first register to use accessibility resources in SAS located in the Early Childhood Research Center Suite 1129 (<https://wwwcp.umes.edu/oie/about-the-office/>). Contact via phone at 410-651-6135 or through email at ADA@umes.edu. *Students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation* to help ensure accommodations will be available when needed. However, if you will be in an internship, field clinical, student teaching, or another off-campus setting this semester, please note that approved academic accommodations may not apply. Due to the nature of the online learning environment, be mindful that some accommodations approved for on-campus may not necessarily apply. Please contact the Office of Student Accessibility Services as soon as possible to discuss accommodations needed for access while in this setting (in-class or online).

- D. Religious Observances:** UMES respects the right of its students to observe religious holidays that may necessitate their absence from class or other required university-sponsored activities. Students who wish to observe such holidays should not be penalized for their absence. However, in academic courses, they are responsible for making up missed work. Please visit <http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>
- E. UMES Sexual Misconduct Policy:** UMES faculty are committed to helping create a safe learning environment for all students and for the University as a whole. If you have

experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. UMES has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all UMES employees (other than those designated as confidential resources such as advocates, counselors, clergy, and healthcare providers as listed in the Policy) are required to report information about such discrimination and harassment to the University. Visit <https://www.umes.edu/Student/Pages/Sexual-Misconduct-Policy---Procedures/>

This means that if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources on the website. For more information about your options at UMES, please visit www.umes.edu/OIE or call us at 410-651-6135 or through email at titleIX@umes.edu.

- F. **Attendance:** The University expects all students to take full individual responsibility for their academic work and progress. All students must meet the qualitative and quantitative requirements of each course in their curricula to progress satisfactorily. They are expected to attend classes regularly because consistent attendance offers the most effective opportunity for students to gain command of the concepts and materials of their courses of study. If you are sick, please be certain to let your instructor know so that learning accommodations can be made for you to continue work off campus, if possible. For further information, please visit <http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>
- G. **Incomplete grades:** The grade of "I" (incomplete) is to be given only to students whose work in a course has been qualitatively satisfactory, when because of illness, or other circumstances beyond their control, they have been unable to complete the requirements for the course. In no case will the grade of "I" be recorded for a student who has not completed satisfactorily the major portion of the course work (**for this class will be at least 80% of the work**). In cases in which this grade is given, the student may not re-register for the course until the "I" is removed by completing work assigned by the instructor. Work must be completed by the date indicated on the Incomplete Grade Contract and the terminal grade must be submitted no later than end of the next term in which the student is registered. Otherwise, the "I" defaults to the Default Grade on the Incomplete Grade Contract. <http://catalog.umes.edu/content.php?catoid=15&navoid=464#incomplete-grades>
- H. **Electronic Distractions:** Exams and quizzes will be completed via Canvas and the professor may use any available lockdown software. All cell phones and other electronic media must be turned off before assessments, quizzes, or online/in-person meetings begin. It is not

permissible to answer a call or page during an online assessment, quiz, or online/in-person meeting. If you have an emergency, please feel free to talk to the professor. Please, see the Disruptive behavior policy at

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#disruptive-behavior-in-academic-and-social-settings>

- I. **Inclement Weather:** If weather conditions preclude meeting with students for a normally scheduled class, official closures and delays are announced on the campus e-mail as well as local radio and TV stations (WESM, WBOC, and WMDT).
- J. **Academic Honesty:** Academic dishonesty of any type is strictly prohibited. All assignments will be submitted to a similarity check through Turn it In. **For this course, similarities of above 5% will be considered in not compliance with academic honesty and will not be graded by the professor.** The student is allowed to resubmit assignments the next day after receiving a message/comment by the professor in Canvas, indicating the percentage of similarity. **If the student fails to resubmit, the final grade will be 0.**

Acts of falsification, cheating, plagiarism, and other forms of academic dishonesty are grounds for failure of a course. The University reserves the right to impose more severe penalties for any of these forms of academic dishonesty. The penalties may include but are not limited to suspension from the University, probation, community service, expulsion from the University, or other disciplinary action the University believes to be appropriate.

It is your responsibility to be aware of this policy. You can access the policy at

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#academic-honesty-policy-for-graduate-and-undergraduate-studies>

Technical Disclaimer

This course component and contents (e.g., quizzes, papers, syllabus, and articles) will be available online and should be accessed, completed, and submitted via Canvas. To be successful in this course, it is necessary that you fully participate in the course. **The professor will not accept any classwork through email.**

Thus, you will be required to access electronic files. This will require that you have access to a computer with the capability of accessing Microsoft Word, and Adobe Acrobat files. You should also have a basic working knowledge of each of the mentioned programs and be able to successfully navigate Microsoft Internet Explorer (or an alternative browser, such as Firefox or Safari). You will also need access to a web browser capable of accessing Canvas including all the available ads for the UMES system, and sites such as YouTube.

If you run into technical difficulties while using Canvas and are not able to resolve them on your own, please contact the IT Student Help Desk immediately. They are available Monday-Friday from 8 am- 4:30 pm, by calling 410-651-8488 or

<https://help.umes.edu/helpdesk/WebObjects/Helpdesk.woa>

COURSE CALENDAR

DATE	TOPICS/ESSENTIAL QUESTIONS	READINGS	ASSIGNMENTS DUE	Alignment w/course and CACREP objectives
Week 1 02/02/2023	<ul style="list-style-type: none"> Syllabus discussion Case study distribution Introduction to ethics 	<ul style="list-style-type: none"> Rocco-Cottone et al. (2020) – Chapter 1 	Discussion questions	2F-1i, 5H-2q
Week 2 02/09/2023	<ul style="list-style-type: none"> The mental health professionals and counseling specialties 	<ul style="list-style-type: none"> Rocco-Cottone et al. (2020) – Chapter 2 CRCC code of Ethics ACA Code of Ethics Maryland’s Board of Professional Counselors and Therapists (Licensure requirements) <ul style="list-style-type: none"> https://health.maryland.gov/bopc/Pages/licenseinfo.aspx 	Professional requirements diagram/chart	2F-1b, 2F-1f, 2F-1g, 5D-2b, 5D-2v, 5H-2p
Week 3 02/16/2023 ONLINE MODULE	<ul style="list-style-type: none"> Values issues in counseling 	<ul style="list-style-type: none"> Rocco-Cottone et al. (2020) – Chapter 3 	Personal values reflexive statement	2F-1i, 2F-5d
Week 4 02/23/2023	<ul style="list-style-type: none"> Ethical decision-making process 	<ul style="list-style-type: none"> Rocco-Cottone et al. (2020) – Chapter 4 	Ethical dilemma decision-making project In class group activity on decision-making models	2F-1i, 2F-5d, 5D-2w, 5H-2q
Week 5 03/02/2023	<ul style="list-style-type: none"> Introduction to ethical principles in counseling The ethical professional counselor and psychotherapist 	<ul style="list-style-type: none"> Rocco-Cottone et al. (2020) – Chapters 5 and 18 	Code of ethics and ethical principles Self-care and strategies plan	2F-1g, 2F-1i, 2F-5d, 5D-2t, 5D-2v, 5D-2w, 5H-2p, 5H-2q
Week 6 03/09/2023	<ul style="list-style-type: none"> Introduction to ethical and legal standards in counseling and psychotherapy 	<ul style="list-style-type: none"> Rocco-Cottone et al. (2020) – Chapter 6 Maryland’s Board of Professional Counselors and Therapists (Laws and Regulations) <ul style="list-style-type: none"> https://health.maryland.gov/bopc/Pages/reg.aspx 	Risk assessment role-play Risk assessment case note	2F-1i, 5D-2u, 5D-2w, 5H-2q

DATE	TOPICS/ESSENTIAL QUESTIONS	READINGS	ASSIGNMENTS DUE	Alignment w/course and CACREP objectives
Week 7 03/16/2023 ONLINE MODULE	Midterm Exam			
Week 8 03/23/2023	SPRING BREAK			
Week 9 03/30/ 2023 ONLINE MODULE	<ul style="list-style-type: none"> Clinical Mental Health counseling practice School counseling and school based mental health practice Couple and marital, marital, and family therapy 	<ul style="list-style-type: none"> Rocco-Cottone et al. (2020) – Chapters 7, 8, and 9 	Comparative chart	2F-1b, 2F-1f, 2F-1g, 2F-1h
Week 10 04/06/2023	<ul style="list-style-type: none"> Addiction counseling Group Counseling 	<ul style="list-style-type: none"> Rocco-Cottone et al. (2020) – Chapters 11 and 12 	Comparative chart	2F-1a, 2F-1b, 2F-1f, 2F-1g, 2F-1h, 2F-6g
Week 11 04/13/2023	<ul style="list-style-type: none"> Rehabilitation counseling Career counseling 	<ul style="list-style-type: none"> Rocco-Cottone et al. (2020) – Chapters 10 and 12 	Comparative chart	2F-1b, 2F-1f, 2F-1g, 2F-1h, 2F-2h, 2F-4j, 5D-2v, 5H-2a, 5H-2p, 5H-2q
Week 12 04/20/2023 ONLINE MODULE	<ul style="list-style-type: none"> Ethical climate 	<ul style="list-style-type: none"> Rocco-Cottone et al. (2020) – Chapter 14 	Short question	2F-1b, 2F-1l, 5D-2w, 5H-2q
Week 13 04/27/2023	<ul style="list-style-type: none"> Office and administrative practices Ethics of counseling supervision 	<ul style="list-style-type: none"> Rocco-Cottone et al. (2020) – Chapters 15 and 16 	Office layout – CRCC scope of practice	2F-1b, 2F-2f, 2F-1g, 2F-1i, 2F-1k, 2F-1l, 5D-2t, 5D-2u, 5D-2w, 5H-2p, 5H-2r

DATE	TOPICS/ESSENTIAL QUESTIONS	READINGS	ASSIGNMENTS DUE	Alignment w/course and CACREP objectives
Week 14 05/04/2023	<ul style="list-style-type: none"> Technology and distance counseling 	<ul style="list-style-type: none"> Rocco-Cottone et al. (2020) – Chapter 17 	Distance counseling service provider web page critique	2F-1b, 2F-5d
Week 15 05/11/2023	Final examination			

NOTE: Professor can add a class day to makeup class material, if needed. The specific date will be announced in CANVAS, at least 2 weeks prior to the date.