



COUN6303 Ethical and Legal Issues in Professional Counseling
New Orleans Baptist Theological Seminary
Division of Church & Community Ministries
Spring 2020

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Thursday 8:00 a.m.-10:50 a.m.
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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Mission Statement of the Counseling Program

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Spiritual Vitality.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Biblical Exposition, Interpersonal Skills, and Spiritual and Character Formation.

Syllabus Distribution

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

Course Description

This course is designed to address ethical, legal and practical issues relevant to the practice of professional counseling. The first half of the course will address the following professional counseling topics: Developing personal Ethics; Licensure and certification (LPC, NBCC, AAMFT); legal matters and potential liabilities; practice management; and the emotional, spiritual, and practical concerns of the practicing Christian counselor. The second half of the course is designed to teach a process of ethical decision making to help increase a student's awareness of ethical practice. Students will examine the code of ethics statements of the American Association of Marriage and Family Therapy, Louisiana Licensed Professional Counselors Board of Examiners, and the American Psychology Association. Role-plays and video segments will be utilized to gain an experiential understanding regarding ethical responses to topics such as boundaries issues, moral issues, dual relationships, confidentiality, financial matters, termination processes, and duty to report and warn.

Course Teaching Methodology

The course will involve the following methodologies: reading and writing assignments, dialogues, lectures, class presentations, guest speakers, and written examinations.

Textbooks

The following texts are required reading for class discussions and are to be read in their entirety unless otherwise specified.

AAMFT, *Legal Guidelines for Family Therapists with Selected Ethical Opinions*.
(reading report) ISBN: 9781931846110

Corey, G., M. Corey, and Callahan, P. (2014). *Issues and Ethics in the Helping Professions*, 9th ed. Pacific Grove, CA: Brooks/Cole.
ISBN:9781305389458

Corey, G., M. Corey, and Haynes, R. *Ethics in Action* DVD and Workbook bundle
Pacific Grove, CA: Brooks/Cole. ISBN: 9781285850337.

Sanders, R. K., (2013). *Christian Counseling Ethics: A Handbook for Therapists, Pastors, & Counselors*, 2nd ed. Downers Grove, IL: InterVarsity Press.
ISBN: 978-0830839940

Optional Texts

Gladding, C., Huber, C., Rembley, T., & Wilcoxon, S. (2007). *Ethical, Legal, and Professional Issues in the Practice of Marriage and Family Therapy*
5th ed. Columbus, OH: Prentice Hall. ISBN: 9780133377446
(Bonus book)

Zuckerman, Edward L. (2016). *The Paper Office for the digital age*, 5th Edition. New York: Guilford Press.
ISBN: 9781462528004

Course Objectives

Course Objectives	Learning Experiences	Assessments
Students will explore professional counseling organizations, including membership benefits, activities, services to members and current issues.	<i>Instruction</i> Class lecture and discussion Group Work <i>Reading</i> Examine the websites of professional counseling organizations	Midterm Exam Group presentations on professional organizations
Students will gain knowledge and understanding of professional counseling credentialing, including certification, licensure, and accreditation practices and standards.	<i>Instruction</i> Class lecture and discussion	Midterm Exam
Students will demonstrate knowledge and understanding of ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling.	<i>Instruction</i> Class lecture and discussion Role-Play groups Guest Speakers <i>Reading</i> I&E – Chapters 1, 2, 3, 4, 6, 7,8,11 CCE – Chapters 1,3,4,6,8	Role Play Presentations Ethical Codes Quiz Ethical Dilemma Paper Book Review Midterm Exam Ethics in Action DVD & Workbook Final Exam

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Course Requirements/Assignments

Assignment/Requirements & Description	Percentage	Due Date
Book Review: Students will read and review AAMFT, Legal Guidelines for Family Therapists with Selected Ethical Opinions. Each student will read and provide book review discussing ethical, legal, and professional issues as related to marriage and family therapy. The review should be no less than two full pages, double spaced, and typed in APA format. It should include a summary of key ideas, identification of guidelines of which the student was previously unaware, and a thoughtful discussion on how the student will apply the knowledge. This review is not to be written in bullet-point form, but it does not need to have a chapter by chapter summary. The rubric for this assignment can be found at the end of the syllabus. Extra credit will be given if the student uses the NOBTS Writing Center's "The Write Stuff" to proof their paper before submitting it. Read below under course policies for more information. Ethics Book Review - Grading Rubric Format/Style (20 points) • At least 2 pages • APA • Double spaced • Grammar • Proof reading Following Directions (40 points) • Summary of key ideas • Identification of previously unaware guidelines Content (40 points) • Demonstrated reading comprehension • Critical reflection on the ideas and content in the reading • Applied content to counseling practice	10%	Feb. 20
Personal essays on selected ethical issues: This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment in accordance with the syllabus and the attached rubric. Personal essay on selected ethical issue: One paper is to be submitted. The paper will consist of an essay designed to answer one central ethical question. The paper should reflect the results of personal study, research, and thoughts related to given ethical and professional issues. The essay is to be 6 - 8 pages in length, double spaced, and typed in APA format. Students should avoid writing in first person. Students are to select a question that is personally challenging and will help the student think through the ethical/legal/professional issue related to counseling. The essay should demonstrate the students has narrowed down a question to a	20%	April 23

clear focus, that taken a definite position, developed it fully, and given logical reasons for the perspectives. Reasoning should be supported by ethical codes and research. The chosen topic should not have a straightforward answer that can be found in the codes of ethics, but must be an actual dilemma where the codes of ethics are vague in the matter.

An example of a question on which to build an essay would include: "The codes of conduct endorsed by AAMFT state that the therapist's task is to advance the welfare of the family (client). If the client is not achieving the stated goals for therapy yet states she wants to remain in therapy anyway, how does the therapist determine if the client's welfare is being advanced and justify maintaining a professional helping relationship with this client?"

To write an outstanding paper, you will need to show evidence that you have read the relevant material in the textbook and that you have done supplementary reading on each issue in question (use peer reviewed journal articles, chapters from books listed at the end of the chapters in your textbook, professional liability insurance company publications). Your paper needs to have at least 4-6 scholarly sources (The Bible does not count). You may wish to consider selecting topics that you are struggling with or have experience with in your work/life. The papers should help you to develop your own positions on these issues and demonstrate the ability to back these views with supporting evidence.

This is a THOUGHT PAPER and not merely a summary of information paper. Take a SPECIFIC position, show why you take such a position, and then develop your own viewpoints by giving reasons for the statements you make. The paper should be designed to specifically interact with the 8 Steps in Ethical Decision Making listed in your textbook.

Extra credit will be given if the student uses the NOBTS Writing Center's "The Write Stuff" to proof their paper before submitting it. Read below under course policies for more information.

(All papers are to utilize APA form and style)

Ethics Issues Paper- Grading Rubric

Format/Style (10 points)

- APA
- Double spaced
- Grammar
- Proof reading

Following Directions (5 points)

- 6-8 pages
- 4-6 scholastic sources (minimum of 2 journal articles)
- Avoided first-person

Clear Ethical Questions Presented (15 points)

8 Step Ethical Decision Making Model Used (30 points)

Definite Position Taken and Defended , Supported by Specific Codes(40 points)

Role Plays The second half of this course will involve interactive discussions revolving around student created and led role plays. Role plays will begin in week 8. Students should come to class having completed all the reading assigned for the week and be prepared to interact with the role play groups. By the beginning of each class period for the remainder of the semester, students should come to class having already read each succeeding chapter. Beginning in week 7, students will be responsible for presenting a role-play related to an ethical dilemma from that chapter's material. One of the students from this group will serve as an expert (consultant) during the in-class role play. A specific ethical dilemma should be presented and the student serving as the ethics consultant should be prepared to present specific information on each of the eight steps in making ethical decisions, address related codes of ethics, and lead the class in a discussion. Students will be notified in advance of their assigned date to serve as either the ethics consultant or role-play participant. On the assigned date, you will be responsible for sharing with the class your central question, designing a role play vignette and presenting your findings regarding the steps in making an ethical decision. If you fail to attend class or on a day you are assigned to present, you will be given a grade of "0" for that assignment.	10%	Topics, groups, and dates will be assigned in class.
LPC Code of Ethics Quiz: The Louisiana Professional Counselors Board publishes a Code of Ethics under which all LPCs in the state are required to operate. Students will take an open book test over the codes during Week 3 of the semester. In order to prepare for this quiz, students should print the Ethical Codes listed on the LPC website (www.lpcboard.org, Board Rules Ch. 47), review these codes, and be familiar enough with the codes to complete a timed quiz on blackboard.	5%	Feb 26
Ethics in Action DVD and Workbook: Watch the vignettes demonstrating ethical situations and complete the workbook in its entirety. Workbooks will be collected the last day of class.	15%	May 7
The Mid-Term Exam This exam will be over selected portions of the text, Legal Guidelines for Family Therapists with Selected Ethical Opinions and class lectures. Students are responsible for taking notes in class as all lecture content will not be available on Blackboard.	20%	Mar 12
The Final Exam This exam will consist of questions related to material from Corey's text, lectures, guest speakers, and class discussions.	20%	

Grading Scale:

A: 93-100 B: 85-92 C: 77-84 D: 70-76 F: Below 70

Students are required to pass this course with a grade of B or higher in order to begin practicum and internship.

Course Policies, Academic Conduct, and Professional Conduct

Technical Assistance

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Academic Policies

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Classroom Parameters

Please arrive on time.
Turn off cell phones. Utilize laptops and other technology for class purposes only.
Respect the professor and other members of the class.
Maintain confidentiality when someone shares personal information.
Participate in class and group discussions.

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

Disabilities and Accommodations

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for "special" accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be "salt and light" (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing

and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Emergencies

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through [SelfServe](#). This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Extra Credit

Extra credit will be given if the student uses the NOBTS Writing Center's "The Wright Stuff" to proof their paper before submitting it.

Writing Style Guide

Writing assignments should follow the NOBTS/Leavell College Manual of Form and Style (*revised August 2019*). To access this manual on the seminary website, please use the following link: <https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Policy for Graduating Seniors

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. All class work is due at the dates specified. Late assignments will be given a deduction of half a grade per class day after the due date. Any assignment submitted after the final exam will receive a grade of 0 points.

Professional Conduct

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Reading Assignments

Students are responsible for completing all reading assignments.

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Center

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignment

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women's Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.fllibrary.org/>) for Florida students
- Interact with us online at –



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Course Schedule

I & E = *Issues & Ethics in the Helping Professions*; **CCE** = *Christian Counseling Ethics*

Week #	Date	Reading & Assignment Schedule	Learning Experience
1	1/23	Thoroughly Read the Course Syllabus	Lecture & Discussion: Introduction / Syllabus Licensure, Certification, & Registries
2	1/30	8 Step Decision Making Model (I & E – Ch.1) EIA – DVD & Workbook – Part 1 & Self -Assessment	Lecture & Discussion A Biblical Decision Making Model Christ in Culture
3	2/6	LPC Code of Ethics Quiz (on Blackboard) Closes at 8:00 am	Lecture & Discussion Professional Counseling Organizations Technology's Impact to Counseling
4	2/13	EIA – DVD & Workbook – Part 2	Lecture & Discussion Legal Issues Regarding Termination Fee Scheduling Professional Liability Avoiding Lawsuits
5	2/20	Book Review: Due by 8:00 am	Video Documentary & Discussion “My Doctor My Lover”
6	2/27	EIA – DVD & Workbook – Part 3	Lecture & Discussion Dr. Riley
7	3/5	The Counselor as a Person & Professional (I&E – Ch. 2) (CCE- Ch.1) Managing Spiritual & Religious Values (I&E – Ch. 3)	Role Plays & Discussion Transference / Counter-transference Managing Spiritual & Religious Values Lecture & Discussion Litigation – fears and phobias
8	3/12	Mid Term Exam	
9	3/19	Spring Break- No Class	
10	3/26	Sexual Attraction to the Client – (I&E – Ch. 7) (CCE-Ch. 6)	Role Plays & Discussion Sexual Attraction to the Client Managing Multiple Relationships Boundary Issues Bartering
11	4/2	Values: Pertaining to Sexuality (I & E – Ch.3) (CCE-Ch.9) Differences in Cultural Backgrounds & Life Experiences (I & E – Ch. 4)	Lecture & Discussion Values Pertaining to Sexuality Role Plays & Discussion Values Pertaining to Sexuality Differences in Cultural Backgrounds & Life Experiences

12	4/9	Therapist Impairment & Self Care Ethical Issues in Clinical Supervision (I&E – Ch. 9)	Role Plays & Discussion Therapist Impairment Lecture & Discussion Self- Care Ethical Issues in Clinical Supervision
13	4/16	Non-erotic Physical Contact – (I&E – Ch. 7) Crisis Intervention (Psychological First Aid) (I&E – Ch. 8) (CCE – Ch. 4)	Role Plays & Discussion Non-erotic Physical Contact Crisis Intervention
14	4/23	Confidentiality in Marital & Family Therapy (I&E – Ch. 11) Values in Marriage & Family Therapy (I & E – Ch. 11) (CCE – Ch.8) Due: Personal Essay on Ethical Issue	Role Plays & Discussion Confidentiality in Marital & Family Therapy Values in Marriage & Family Therapy
15	4/30	Thanksgiving Break – No Class	
16	5/7	Confidentiality: Duty to Protect Children / Reporting (I&E - Ch. 6) (CCE-Ch. 3) Confidentiality: Duty to Warn / HIV (I&E - Ch. 6) Due: <i>Ethics in Action Workbook</i>	Mandatory Reporting & Painless Parenting
		Final Exam	

Ethics Book Review - Grading Rubric

Format/Style: ○ At least 2 pages ○ APA (including APA style reference) ○ Double-spaced ○ Grammar & Proof-reading		/20
Following Directions: ○ Summary of key ideas ○ Identification of previously unaware guidelines		/40
Content: ○ Demonstrated reading comprehension ○ Critical reflection on the ideas and content in the reading: thoughtfully responded to reading, explored various applications and potential barriers, considered practical application and potential outcomes of application ○ Applied content to counseling practice: consideration of how codes would be applied and what that might practically entail		/40
Final Grade:		/100
Comments:		

Ethics Issues Paper - Grading Rubric

Format/Style: ○ APA ○ Double-spaced ○ Grammar & Proof-reading		/15
Following Directions: ○ 6-8 pages ○ 4-6 scholastic sources ○ Avoided first-person		/5
Clear Ethical Question Presented		/15
8 Step Ethical Decision Making Model Used		/25
Definite Position Taken and Defended ● Cites at least two journal articles ● Fully considers various courses of action (both pros and cons) ● Comes to an ethical conclusion ● Demonstrates depth of thought, consideration of applicable literature, consideration of multiple codes (at least 3)		/40
Final Grade:		/100
Comments:		

Selected Bibliography

American Association for Marriage and Family Therapy. (2001). *User's Guide to the AAMFT Code of Ethics*. AAMFT.

Coombs, R. (2005). *Family Therapy Review: Preparing for Comprehensive and Licensing Examinations*. Lawrence Erlbaum Associates. (RC488.5.F349)

Corey, J., Corey, M., Callahan, P. (2007). *Issues and Ethics in the Helping Professions*. Brooks Cole.

Rosenthal, H. (1993). *Encyclopedia of Counseling: Master Review and Tutorial. Accelerated Development*. (BF637.C6R674)

Sanders, R. (1997). *Christian Counseling Ethics: A Handbook for Therapists, Pastors & Counselors*. IVP Academic. (BV4012.2.C516)

Sanders, R. (Ed.). (2016). Ethics and Value in Psychotherapy [Special issue]. *Journal of Psychology and Christianity*, 35(4).

Satinover, J. (1996). *Homosexuality and the Politics of Truth*. Baker Books. (HQ76.3.U5S35)

Wilcoxon, S., Remley, T., Gladding, S., Huber, C. (2007). *Ethical, Legal, and Professional Issues in the Practice of Marriage and Family Therapy*. Pearson. (RC488.5.H8)

Zuckerman, E. (2003). *The Paper Office*. Guilford Press.

Key Performance Indicator	Learning Experience	Assessments
5.C.2.k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	Instruction Group exercises, lectures	Signature Assignment Test knowledge of professional organizations, requirements to join, and benefits Pretest – Beginning of the semester Post-test – Midterm Exam