

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

CSL6740.E1 Counseling Ethics
Fall 2026

PROFESSOR INFORMATION:

Professor: Kimberlee Flatt, PhD, LPC, BCBA, LBA
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Amberton Email: **KFlatt@amberton.**

COURSE INFORMATION:

CSL6740.E1 Counseling Ethics
Level: Graduate
Beginning Date of Session: Saturday, September 12, 2026
Ending Date of Session: Thursday, November 19, 2026

Student access available to the Student Portal: Saturday, September 12, 2026

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Ethical, Legal and Professional Issues in Counseling
Author: Theodore Remley and Barbara Herlihy
Publisher: Pearson
Year Published: 2025
Edition: Edition 7
ISBN: 13: 978-0138168025
Price: Available at <http://amberton.ecampus.com>

Students should verify enrollment in course before purchasing textbooks. Textbook information and ordering options are available through the Amberton Virtual Bookstore. Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping.

LINKS TO COUNSELING HANDBOOKS

MA in Clinical Mental Health Counseling

<https://amberton.edu/wp-content/uploads/2026/01/CMH-Handbook-1-5-26.pdf>

MA in Marriage and Family Therapy

<https://amberton.edu/wp-content/uploads/2026/01/MFT-Handbook-1-5-26.pdf>

MA in School Counseling

<https://amberton.edu/wp-content/uploads/2025/06/MA-SC-Handbook-June-2025.pdf>

APA REQUIREMENT:

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE COMPETENCIES:

This graduate-level course provides a comprehensive exploration of the ethical standards, principles, and legal responsibilities that guide the counseling profession. Students will engage in critical examination of ethical dilemmas encountered by counselors across diverse settings, with an emphasis on applying ethical decision-making models. Topics will include confidentiality, informed consent, dual relationships, multicultural competence, and professional boundaries, as well as the role of personal values in ethical practice.

Through case studies, reflective discussions, and practical applications, students will gain the skills necessary to navigate complex situations with integrity and professionalism. The course will cover major ethical frameworks such as the American Counseling Association (ACA) Code of Ethics, as well as legal considerations such as HIPAA, FERPA, and mandated reporting requirements. Students will also explore the intersection of ethics with technology, including the use of virtual platforms for counseling and social media considerations.

The course is designed to enhance students' ability to think critically about ethical dilemmas, advocate for client well-being, and promote social justice within their professional practice. Upon completion, students will be prepared to engage in ethical counseling practices and demonstrate leadership in fostering ethical behavior in their workplace.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Discussing the historical development of professions, in general, and the counseling profession specifically.
2. Examining trends in the codes of ethics and ethical decision-making within the counseling profession.
3. Discussing high-risk practices with clients such as social, business, and personal relationships, sexual contact with clients, and other boundary issues.
4. Describing and analyzing the ethical, legal, and professional standards of the counseling and guidance profession, including local, state, and national ethical and legal codes related to mental health counselors and Christian counselors.
5. Discussing confidentiality, privileged communication, duty to warn, informed consent, dual relationships, privacy, and the rights of clients in mental health and Christian counseling settings.
6. Discussing ethical and professional issues specific to group counseling and group guidance in mental health settings.
7. Considering the various roles and responsibilities of the counselor within mental health settings, Christian counseling settings, and the community.
8. Discussing the professional Codes of Ethics for Counselors, Marriage & Family Therapists, Christian Counselors, and other specialized helping professionals.
9. Explaining the ethical issues in counseling-therapy research practices in mental health settings.
10. Describing the nature of professional liability, malpractice, and treatment of dangerous and difficult clients in mental health settings.
11. Defining and understanding crisis intervention in the helping professions.
12. Examining the differences between crisis and psychotherapy.
13. Defining consultation and supervision as related to the counseling profession.
14. Examining the relationship among counseling, ethics, and professional responsibility in order to promote the growth of the counselor and the counseling profession.
15. Identifying ways to apply core principles, values, and qualities to guide therapist behavior and therapeutic relationships.
16. Identifying and developing hard and soft skills needed for effective ethical decision-making.
17. Understanding that cultural competence provides honest and fair services to those from diverse and minority population groups.
18. Combining human judgment with artificial intelligence (AI)'s analytical power to enable more informed, objective, and ethically sound decisions.

ACQUIRED SKILLS

1. Professional Code of Ethics for Counselors
2. Consultation and Supervision
3. Ethical Decision-Making

COURSE POLICIES:

Due dates for all assignments are provided at the beginning of the class. All assignments must be submitted by the due dates listed. Late assignments are unacceptable. Careful planning and close attention to detail is required to enable students to meet all deadlines. If a student falls behind and is unable to meet deadlines for course assignments, dropping the course may be recommended. Weekly Assignments are due according to the information listed on the Moodle page.

All assignments are due on Fridays at midnight. Assignments may be submitted in Word or Pages formatting only. Assignments submitted in PDF format will not be accepted. In emergency situations, late assignments may be accepted with a 50% penalty for up to 7 days. No exceptions. This is a graduate-level course. Graduate-level work and professionalism will be expected at all times. By enrolling in and remaining in this course, you are indicating that you have read and accepted Dr. Flatt's course requirements and guidelines for professional conduct and have agreed to meet all deadlines.

STUDENTS' RESPONSIBILITIES:

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

ATTENDANCE POLICY:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

PLAGIARISM POLICY:

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

Originality: Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

Paraphrasing: When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

Acknowledgement: When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

COURSE OUTLINE AND CALENDAR:

This course is structured to guide students through weekly exploration of major ethical, legal, and professional issues in counseling. Learning activities are centered on textbook chapters from *Ethical, Legal, and Professional Issues in Counseling* (Remley & Herlihy, 7th edition), supported by PowerPoint lectures, ACA Code of Ethics materials, and current media applications.

Each week, students will complete either a Weekly Discussion or Assignment. Discussions are designed to promote critical thinking and peer interactions. Some weeks will include structured article reviews or case-based reflection assignments in lieu of traditional discussion posts.

Major learning activities include:

- Weekly Discussions or Assignments (Weeks 1–10)
- Case Study #1 (Week 4)
- Midterm Exam (Week 6)
- Counselor Content Critique (Week 8)
- Case Study #2 (Week 10)
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Google Meet sessions will be offered to provide clarification on course material. All assignments are due by Friday at midnight. Discussion replies are due by Sunday each week

Week	Topic	Assignment	Competencies Covered	Due Date
Week 1 Sept. 12–18	Ch. 1–2: Introduction & Professional Identity of Counselors	Weekly Assignment	1–16	See Moodle / Google Meet 9/16/26 @ 6pm

Week 2 Sept. 19–25	Ch. 3–4: Multiculturalism, Values, Social Justice & Client Rights	Weekly Assignment as per Moodle	1–16	See Moodle
Week 3 Sept. 26–Oct. 2	Ch. 5–6: Confidentiality, Privileged Communication, Informed Consent & Records	Weekly Assignment as per Moodle	1–16	See Moodle / Google Meet 9/30/26 @ 6pm
Week 4 Oct. 3–9	Ch. 7–8: Competence, Assessment, Diagnosis & Malpractice	Weekly Assignment as per Moodle; Ethical Decision Making Case Study	1–16	See Moodle
Week 5 Oct. 10–16	Ch. 9–10: Boundary Issues & Technology in Counseling	Weekly Assignment as per Moodle	1–16	See Moodle / Google Meet 10/14/26 @ 6pm
Week 6 Oct. 17–23	Mid-Term Exam	Reflections Week	1–16	See Moodle
Week 7 Oct. 24–30	Ch. 11–12: Counseling Children, Vulnerable Adults, Families & Groups	Weekly Assignment as per Moodle	1–16	See Moodle
Week 8 Oct. 31–Nov. 6	Ch. 13–14: Professional Relationships, Private Practice & Counselor Education	Weekly Assignment as per Moodle; Media Article Slide due	1–16	See Moodle
Week 9 Nov. 7–13	Ch. 15–16: Supervision, Consultation, Professional Writing & Research	Weekly Assignment as per Moodle	1–16	See Moodle / Google Meet 11/11/26 @ 6pm
Week 10 Nov. 14–19	Final Case Study: 8-Step Decision Making Project	Final Case Study Project	1–16	Final Case Study Project

GRADING CRITERIA:

- Discussion Posts/Weekly Assignment — 20%
- Ethical Decision-Making Case Study — 20%
- Midterm Multiple Choice & Short Answer — 20%
- Counselor Content Critique — 20%
- Final Case Study Project — 20%

Graduate

92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Students should review instructor feedback provided through Moodle or Amberton CampusWeb Portal. Final grades are processed approximately one week after the session and may be viewed through the student portal. Grades will not be released by phone or through unsecured channels. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in Professor Information area.

INCOMPLETE GRADES:

An "I" (Incomplete) grade is granted only at the professor's discretion for emergencies or illness.

Students have 30 days from the end of the session to complete the course requirements. If the conditions are not met within this 30-day window, the "I" automatically converts to an "F".

HOW TO WITHDRAW FROM A COURSE:

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is delivered through Moodle. Students are expected to have reliable internet access, basic computer skills, the ability to upload/download files, use Amberton email, and submit assignments in the required format. Students needing assistance should use the Amberton SSO support/ticket process.

HOW TO ACCESS YOUR COURSE:**SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY:**

Students should access Amberton systems through the Single Sign-On portal at <https://sso.amberton.edu>. After logging in, students can access Moodle, Amberton email, CampusWeb, and other assigned applications. Students who need help accessing SSO should submit a support request through the SSO support option or contact support@amberton.edu.

MOODLE TUTORIAL:

Upon successful log in and access to the Moodle learning platform, there is a Student Moodle Tutorial course available, to learn about the basics of Moodle. Simply click on the link for the Student Moodle Tutorial and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

EMAIL COMMUNICATION:

Students are expected to use their Amberton email account and Moodle for course communications. Students must use their official university email account for all university related communication and should check their Amberton emails regularly for course and university notices.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments must be submitted through the appropriate Moodle assignment link unless otherwise directed by the instructor. Students are responsible for submitting files in the format required by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Students will have the opportunity to complete an anonymous course and instructor evaluation near the end of the session. Instructions and dates will be provided through Moodle and/or Amberton email.

RESEARCH RESOURCES:

The Amberton Library provides access to full-text articles, peer-reviewed databases, and research tools, with options like Interlibrary Loan (ILL) and TexShare for items outside its collection. For research assistance, students can connect with library staff during operating hours via email (library@amberton.edu), phone (972-279-6511 ext. 185), "How-to" videos, live online chat, or in person at the Garland campus. The online library is available through Single Sign On (SSO).

MICROSOFT OFFICE 365 EDUCATION:

Amberton University students may access Microsoft 365 Education resources as provided by the university.

GOOGLE WORKSPACE FOR EDUCATION:

Amberton students are assigned a Google Workspace for Education account, including Amberton Gmail, Google Drive, Google Docs, Sheets, and Slides. Students should use their Amberton Google account for course-related work when required.