The University of St. Thomas  
Clinical Mental Health Counseling Programs  
CMHC 5315 Ethical, Legal & Professional Issues in Counseling  
Fall, 2016

Instructor: Victoria Liu, PhD, LPC-Intern, NCC
Office: School of Education and Human Services Annex (1202 Colquitt Street)
Work Phone: TBA
Office Hours: Tuesdays 12-1:45pm, Wednesdays 12-12:45pm, and by appointment
E-mail: liuy1@stthom.edu
Course Home Page: On Blackboard
Class Meeting: Wednesdays 1pm-3:45pm
Prerequisites: None. This course is taken concurrently with CMHC 5300.

My philosophy: I believe that learning is a collaborative process where students may find who they are personally and professionally through a respectful and safe environment. Therefore, I focus on providing this environment and establishing a collaborative relationship with you characteristic of dialogical understanding. I also believe in your ability to know what is best for you, most motivating to you, and most important in your future careers as counselors. With this in mind, I am flexible with my assignments and information covered in class, meaning changes can be made based on the need of the classroom. My hope is that through our collaborative relationship we can learn and grow this semester.

Course Description: This course introduces students to the ethical and legal standards of professional organizations and credentialing agencies and supports the application of ethical and legal standards to practice. A combination of readings, lectures, discussions, and experiential exercises will be used to advance students’ knowledge and skills.

Learning Outcomes: This course is designed to support the student in mastery of the following CACREP (2016) competencies:

SECTION 2: PROFESSIONAL COUNSELING IDENTITY  
COUNSELING CURRICULUM (F)
1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
   b. 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
   d. the role and process of the professional counselor advocating on behalf of the profession
   e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
j. technology’s impact on the counseling profession
k. strategies for personal and professional self-evaluation and implications for practice

2. SOCIAL AND CULTURAL DIVERSITY
b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
c. multicultural counseling competencies
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
e. the effects of power and privilege for counselors and clients
g. the impact of spiritual beliefs on clients’ and counselors’ worldviews
h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

5. COUNSELING AND HELPING RELATIONSHIPS
c. theories, models, and strategies for understanding and practicing consultation
d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
e. the impact of technology on the counseling process
f. counselor characteristics and behaviors that influence the counseling process
l. suicide prevention models and strategies

7. ASSESSMENT AND TESTING
d. procedures for identifying trauma and abuse and for reporting abuse
m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS
C. CLINICAL MENTAL HEALTH COUNSELING

2. CONTEXTUAL DIMENSIONS
i. legislation and government policy relevant to clinical mental health counseling
j. cultural factors relevant to clinical mental health counseling
k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
l. legal and ethical considerations specific to clinical mental health counseling
m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
3. PRACTICE

c. strategies for interfacing with the legal system regarding court-referred clients

e. strategies to advocate for persons with mental health issues

In addition to addressing the CACREP standards described above, this course is also designed to assist the student in her or his preparation for the National Counselor Examination (NCE) and licensure requirements for Licensed Professional Counselors (LPCs) in Texas (particularly in the area of *Professional Orientation*).

This course also addresses the following Catholic social justice dimensions:

**The Principle of Human Dignity:** Every human being is invaluable and worthy of respect as a member of the human family.

**The Principle of Preferential Protection for the Poor and Vulnerable:** The good of society as a whole requires us to put the needs of the poor and vulnerable first.

**The Principle of Solidarity:** We are one human family; loving our neighbor has global dimensions in an interdependent world.

**Required Texts:**


ACA Code of Ethics (2014)

**Recommended Texts:**


Reserve Materials/Recommended Articles Posted on Blackboard: You will also be required to read articles selected by the instructor. The required articles will either be made available to you through Blackboard or provided to you by your instructor.

Methods of Instructions and Conduct of the Course: The course format may include all or a combination of some of the following: readings, lectures, narrative presentations, class discussion, student experiential exercises, written assignments, case study and/or individual presentations. These activities will be used to advance students’ knowledge and skills. Examples of typical cases illustrating ethical dilemmas and problems are utilized throughout the course.

Assignments:

1. Class Attendance and Participation (20 points):
   This course covers crucial material that directly influences your future as a counselor. Class attendance and punctuality are necessary for you to gain maximum benefit. Students are expected to attend all classes. A maximum of two absences is permitted in this course. Please contact the instructor before an absence, if possible, or in the case of an emergency, as soon after the absence as possible. Each absence thereafter will result in an additional two-percent (2%) deduction from your final grade.

   This is a graduate-level seminar course and its underlying philosophy is based on an instructional model that includes both didactic and group experiential learning. Students are expected to be familiar with the assigned readings, reflect on them in advance of the class for which they have been assigned, and participate actively in the class. Additionally, each student will lead an in-class activity during one week of the semester.

2. Quizzes (80 points):
   You will complete eight (8) quizzes, consisting of ten (10) questions per quiz and one (1) point per question. Questions will be in the multiple-choice format. All quizzes will be completed in class on the date specified in the course schedule at the end of the syllabus.

3. Ethics Autobiography (50 points):
   You will reflect on your personal ethics of origin and their ethnic, cultural, and religious influences, as well as what you have already learned about counseling ethics. Consider specifically how your own personal values, backgrounds, and traditions may interact or conflict with professional ethics principles and rules in counseling. Use the following questions to guide your reflection and reference the ACA code where appropriate. The paper should be 4-5 pages in length and follow APA style.
   a. What is your idea of right and wrong personal behavior, and where does this conception come from?
   b. What did you learn from your family of origin about right and wrong?
   c. What do you recall were the messages about ethnic or cultural groups different
from yourself, and how they see right and wrong?

d. What is your idea of right and wrong professional behavior, and where does this conception come from?

e. What formative experiences account for how you live your life?

f. What experiences have you had in the professional field, and what ethical dilemmas have you already encountered?

g. What professional ethics in the field of counseling are most compatible with your own personal values, and which professional ethics are least compatible?

h. What aspects of this profession strike you as being “not intuitive”?

i. What are your top three values, and where do they come from?

j. What are three personal needs that you think match well with the profession?

k. What are three personal needs that you think might conflict with the profession?

l. What morals are most important to you, and where do they come from? How do these align with or conflict with the ethics code and professional standards?

m. How might the alignment or conflict influence your work with clients or yourself?

4. Team Presentation on Case Study (50 points):

Students will form small groups; a maximum of 3 students can work as a team to address the case. As a group, you will create a 30-40 minute presentation on a chosen case study (Appendix A) and present it to the class at the end of the semester. All teams will work independently from each other, without consultation.

Teams are to clearly identify:

a. What they believe the ethical dilemma to be

b. The proposed action they would take in the case (what team members believe are the most ethical actions)

c. The justification for their proposed action(s)

d. A description of the decision-making model used to arrive at the decision

The decision-making model should be one that has been discussed in both the textbook and casebook, and team members are to offer a rationale regarding why they chose to apply that model to the case study. Each team will review at least one peer-reviewed journal article from the counseling literature that relates to your ethical dilemma. All articles should be published within the last 10 years. Teams should cite appropriate literature and must give proper credit to the authors of the decision-making models used to analyze the case. Team members are to cite any sections of the 2014 ACA Code of Ethics (and may include other ethical guidelines) that they considered.
### Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Rating Criteria</th>
<th>Points Assigned</th>
<th>CACREP Leaning Outcome</th>
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</thead>
<tbody>
<tr>
<td>Attendance &amp;</td>
<td>• Regular class attendance&lt;br&gt;• Arrives on time and stay through the whole class&lt;br&gt;• Knowledge of readings&lt;br&gt;• Participation in class discussion and activities&lt;br&gt;• Completion of assignments on time</td>
<td>20</td>
<td>2.F.1.b 2.F.5.f 5.C.2.i,j,k &amp; f</td>
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<tr>
<td>Participation</td>
<td></td>
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<tr>
<td>Quizzes</td>
<td>• Multiple choice&lt;br&gt;• 8 in-class quizzes, 10 questions/quiz, 10 points/quiz</td>
<td>80</td>
<td>2.F.1.b,d,e,g,l &amp; j 2.F.2.b,v,d,e,g &amp; h 2.F.5.c,d,e,f &amp; i 2.F.7.d &amp; m 5.C.2.i,j,k,l &amp; m 5.C.3.c &amp; e</td>
</tr>
<tr>
<td>Ethics Autobiography</td>
<td>• Accurate identification of codes of ethics (10 pts.)&lt;br&gt;• Appropriate use of APA 6th edition style in a four to five page paper (10 pts.)&lt;br&gt;• Using all guiding questions in the paper (20 pts.)&lt;br&gt;• Thoughtful, meaningful and graduate level writing (30 pts.)</td>
<td>50</td>
<td>2.F.1.d,e &amp; k 2.F.2.c,d,e,g &amp; h 2.F.5.f 5.C.2.j</td>
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<td></td>
<td>• Clearly demonstrate ethical dilemmas in the case (5 pts.)&lt;br&gt;• Accurate identification of codes of ethics (5 pts.)</td>
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### Team Presentation on Case Study

<table>
<thead>
<tr>
<th>Objective</th>
<th>Points</th>
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<tbody>
<tr>
<td>• Accurate and effective use of professional literature to support the ethical dilemmas (5 pts.)</td>
<td>50</td>
</tr>
<tr>
<td>• Accurate and effective application of the ethical decision making model to your ethical dilemma (10)</td>
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<tr>
<td>• Organized, fluid and professional presentation to make a case from the beginning to the end (20).</td>
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<tr>
<td>• Ability to work as a team and share responsibility preparing and during presentation (5)</td>
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| Total | 200 |

### Final Grade Distribution:

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<tr>
<th>Percentage</th>
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<td>A</td>
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<tr>
<td>90% - 93%</td>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>87% - 89%</td>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>84% - 86%</td>
<td>B</td>
<td>3.0</td>
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<tr>
<td>80% - 83%</td>
<td>B-</td>
<td>2.7</td>
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<td>77% - 79%</td>
<td>C+</td>
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<td>74% - 76%</td>
<td>C</td>
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<tr>
<td>70% - 73%</td>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>67% - 69%</td>
<td>D+</td>
<td>1.3</td>
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<tr>
<td>60% - 66%</td>
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<tr>
<td>0% - 59%</td>
<td>F</td>
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</table>
**Late Assignment Policy:** All course work is due on the date specified. It is your responsibility to be aware of due dates. Late work **will not be accepted**, unless the student and the professor have made an agreement regarding an unusual circumstance prior to the due date. The student can expect a grade reduction of a letter grade for a late assignment for each calendar day that an assignment is late.

**Academic Integrity and Standards of Conduct:**

**Academic Integrity**
As a Catholic, Basillian university, integrity and honesty are integral components of UST’s core values. We support open, civil discourse and careful, respectful listening where freedom of thought and expression are valued and protected. The University also supports honesty and integrity by striving in various ways to foster respect for oneself and one’s own work, as well as respect for others, their work, and their basic human rights.

Students are expected to conduct themselves honestly on all academic assignments. University-wide information about academic integrity as well as procedures for addressing alleged violations can be found in the Graduate Catalog. Violations of academic integrity include, but are not limited to cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

**Blackboard**
Course materials are placed on UST’s content management system, Blackboard.

**Recording Class Lectures**
With the instructor’s permission, students may record class lectures for their private use only. No clinical case presentations or case studies offered in class may be recorded. The materials may not be given, loaned, or sold to others without the consent of the instructor. In addition, class lectures must be appropriately cited when used (see APA Manual).

**Weather-Related Cancellations or Changes to Schedule**
When UST closes due to a weather event, the University will place this information on local television and radio channels, and the university’s website. Missed classes will be made up, either through the rescheduling of the class time, or through a supplemental academic activity.

**Learning Disabilities or Differences**
To request academic accommodations due to a disability or difference, contact Counseling and Disability Services (713-525-2169). If you have a letter from Counseling and Disability Services indicating that you are eligible for academic accommodations, please present the letter to the instructor to arrange for the use of your accommodations. To ensure fairness to all students and maintain appropriate professional boundaries, instructors follow the guidance of the Counseling and Disability Services office in the provision of accommodations.
**Writing Center**
To request assistance with writing papers, contact UST’s Tutorial Services office, located on the second floor of Crooker Center.

**Communication Devices**
To avoid distracting the instructor and other students from their class work, please turn off all cell phones or other communication devices during class time. Please refrain from text messaging, e-mailing, or surfing the web in class.

**Incomplete Grades**
Incomplete grades will only be given for extreme emergencies, at the discretion of the instructor. A death in your family, extreme illness (not colds and flu), military activation, or other significant events outside of your control may be grounds for an Incomplete grade.

**Withdrawal from Course**
To withdraw from the course with a grade of ‘W’, the student must withdraw by the date reflected in the University’s academic calendar. Please consult the graduate catalog for more information.

**Course Evaluation at the End of the Semester**
Students are asked to evaluate the course and instructor at the end of each semester. This evaluation is extremely helpful in the improvement of our courses. Please participate in this important process.

IDEA Course Evaluation Dimensions (Discipline Code 5115 Mental Health Services)
CMHC Ethical, Legal & Professional Issues

<table>
<thead>
<tr>
<th>Item</th>
<th>Minor</th>
<th>Important</th>
<th>Essential</th>
<th>Dimension</th>
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<tr>
<td>1</td>
<td></td>
<td>X</td>
<td>Gaining factual knowledge</td>
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<tr>
<td>2</td>
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<td>X</td>
<td>Learning fundamental principles</td>
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<td>3</td>
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<td>X</td>
<td>Learning to apply course material</td>
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<tr>
<td>4</td>
<td></td>
<td>X</td>
<td>Developing specific skills, competencies, and points of view needed by professionals in the field</td>
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<tr>
<td>5</td>
<td></td>
<td>X</td>
<td>Acquiring skills in working with others as a member of a team</td>
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<tr>
<td>6</td>
<td></td>
<td>X</td>
<td>Developing creative capacities</td>
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<tr>
<td>7</td>
<td></td>
<td>X</td>
<td>Gaining a broader understanding and appreciation of intellectual/cultural activity</td>
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<td>8</td>
<td></td>
<td>X</td>
<td>Developing skill in expressing oneself orally or in writing</td>
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<td>9</td>
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<td>X</td>
<td>Learning how to find and use resources for answering questions or solving problems</td>
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<tr>
<td>10</td>
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<td>X</td>
<td>Developing a clearer understanding of, and commitment to, personal values</td>
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<tr>
<td>11</td>
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<td>X</td>
<td>Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
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<td>12</td>
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<td>X</td>
<td>Acquiring an interest in learning more by asking questions and seeking answers</td>
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### Schedule of Class Sessions:

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<tr>
<th>Week</th>
<th>Class</th>
<th>Session Topic</th>
<th>Required Reading</th>
<th>Assignment</th>
<th>Competencies</th>
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<tr>
<td>1</td>
<td>8/24</td>
<td>• Welcome, introductions, and course overview. • Review of syllabus &amp; questions about assignments &amp; expectations</td>
<td>Syllabus (In class)</td>
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<td>CACREP 2.F.1.b,g,l &amp; j 2.F.5.e</td>
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<td>2</td>
<td>8/31</td>
<td>• 2014 ACA Code of ethics in Counseling • Ethical decision making model • Law vs. ethics • Class activity</td>
<td>• Chapter 1 • 2014 ACA Code of Ethics in Counseling • Casebook Part 1 • 2014 ACA Code of Ethics</td>
<td></td>
<td>CACREP 2.F.1.i 5.C.2.i,k,l &amp; m 5.C.3.c</td>
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<td>3</td>
<td>9/7</td>
<td>• Counselor professional responsibilities • Client rights &amp; informed consent • Class activity</td>
<td>• Chapter 5 • Casebook Chapter 1 &amp; 3 • 2014 ACA Code of Ethics</td>
<td>Quiz #1 (in class)</td>
<td>CACREP 2.F.1.d,e &amp; i 2.F.5.d,e &amp; f 5.C.2.m 5.C.3.c &amp; e</td>
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<td>4</td>
<td>9/14</td>
<td>• Clients’ value • Therapeutic alliance and helping relationship • Multicultural issues and ethics • Class activity</td>
<td>• Chapter 3 &amp; 4 • Casebook Chapter 2 &amp; 5</td>
<td>Quiz #2 (in class)</td>
<td>CACREP 2.F.1.b, d &amp; e 2.F.2.b,c,d,e,g &amp;h 2.F.5.c &amp;l 2.F.7.m 5.C.2.j &amp; m 5.C.3.e</td>
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<tr>
<td>5</td>
<td>9/21</td>
<td>• Confidentiality • Class activity</td>
<td>• Chapter 6 • Duty to Warn and Protect: Not in Texas (Barbee, Combs,)</td>
<td>Quiz #3 (in class)</td>
<td>2.F.1.b,d,e &amp; j 2.F.2.c &amp; e 2.F.5.e &amp; l 2.F.7.d 5.C.2.m 5.C.3.c</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics</td>
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| 6    | 9/28 | - Confidentiality (continue)  
- Suicide & homicide assessment  
- Class activity  
- Chapter 6  
- Casebook chapter 8  
- Strategies for Understanding and Assessing Suicide Risk in Psychotherapy (Toth, Schwartz, & Kurka, 2007)  
- 2014 ACA Code of Ethics  
- Quiz #4 (in class)  
- 2.F.1.b,d,e & j  
- 2.F.2.c & e  
- 2.F.5.e & l  
- 2.F.7.d  
- 5.C.2.m  
- 5.C.3.c |
| 7    | 10/5 | - Counselor self-awareness  
- Self-care  
- Class activity  
- Chapter 2  
- 2.F.1.g,l & k  
- 2.F.2.c,d,e,g & h  
- 2.F.5.f  
- 5.c.2.j |
| 8    | 10/12| - Boundaries  
- Multiple relationship  
- Class activity  
- Chapter 7  
- Casebook chapter 7  
- Ethics Autobiography Due  
- 2.F.1.b,d,e,j & k  
- 2.F.5.c,d & e  
- 5.C.2.j |
| 9    | 10/19| - Technology, social media, and online counseling  
- Class activity  
- Casebook chapter 9  
- Quiz #5 (in class)  
- 2.F.1.j  
- 2.F.5.d & e  
- 5.C.2.m |
| 10   | 10/26| - Theory and Practice  
- Class activity  
- Chapter 10  
- Quiz #6 (in class)  
- 2.F.2.b  
- 2.F.5.c |
| 11   | 11/2 | - Supervision & consultation  
- Research and publication  
- Class activity  
- Chapter 9  
- Casebook chapter 9 & 10  
- 2.F.1.b,d & i  
- 5.C.2.k |
| 12   | 11/9 | - Couples & family counseling  
- Chapter 11 & 12  
- Casebook  
- Quiz #7 (in class)  
- 2.F.2.b,c,d,e,g & h  
- 2.F.5.l |
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<thead>
<tr>
<th>Date</th>
<th>Date Code</th>
<th>Activity Details</th>
<th>Chapter(s)</th>
<th>Notes</th>
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</table>
| 13    | 11/16     | • Group counseling  
          • Class activity | Chapter 4  | 5.C.3.c & e |
|       |           | • Chapter 13  
          • Community involvement  
          • Class activity | Quiz #8 (in class) | 2.F.1.b,d,e,g & i  
          2.F.2.c  
          2.F.5.l  
          2.F.7.d & m  
          5.C.2.i,j,k & l  
          5.C.3.c & e |
| 14    | 11/23     | Thanksgiving Break  
          No Class | | |
| 15    | 11/30     | • Team Presentations  
          • Discussion | Group A + Group B  
          **Group PPT Due** | 2.F.1.b & j  
          2.F.2.b & c  
          2.F.5.c & d  
          2.F.7.d & m  
          5.C.2.j & l |
| Exam Period | 12/7 | • Team Presentations  
          • Discussion | Group C + Group D | 2.F.1.b & j  
          2.F.2.b & c  
          2.F.5.c & d  
          2.F.7.d & m  
          5.C.2.j & l |
Appendix A
School Case Study

Beth is a masters level licensed counselor in private practice. She has been seeing a middle school aged child who is genetically female for gender identity disorder for the past six months. The child recently took a male name, Mario, and dresses as a male. Developmentally, the child has not yet reached puberty. The child was ostracized at the public middle school as she went through this process and subsequently dropped out. Mario is now also being treated for depression. Mario’s family is Hispanic. The family is in crisis over this situation and does not really understand what is going on or why this is happening. The mother would really like Mario to go back to being Juanita, but understands at some level that this is not going to happen. The mother has sought treatment for Mario, but her husband is not accepting and refuses to talk to his child.

Beth is working with the alternative middle school in the district, trying to convince the school to accept Mario. However, given the situation at the last school, both Beth and Mario’s mother wish her identity to be kept confidential; that is, they do not wish anyone other than the school counselor and the administration to know that Mario is genetically female. The school believes that the student should be open about the situation so that they can discuss it with the other students. They have assured the mother and Beth that all bathrooms are private and there are no dressing rooms, so accidental discovery is unlikely. However, the school counselor is concerned about deceiving the other students and their parents and the potential repercussions should Mario’s identity be discovered. The school counselor is also concerned about a potential romantic relationship between Mario and another student and other adolescent issues. She has never dealt with this type of situation before and, while trying to be supportive, is still somewhat uncomfortable.

*How should Beth proceed in this situation in relation to the school?*

*What are the ethical dilemmas and how should they be addressed? What about the school counselor?*

*Is the school counselor behaving ethically and, if not, in what ways?*
Couples, Marriage, and Family Case Study

Gina Roberts was an 18-year-old, never-married, single mother of 3 sons: Eric, Joel, and Kyle. She asked her childless aunt and uncle, Mary and Kevin Brink, to adopt her younger sons, Joel and Kyle, when they were 11 months and 2 years old; she retained custody of Eric, age 4. The Brinks consented to adopt the boys if Gina promised to never disclose to them that they are adopted; Gina agreed, and the Brinks adopted Joel and Kyle. Over the years, Gina and Eric interacted with Joel and Kyle on a sporadic basis at family functions, and the three boys attend the same elementary school; Joel and Kyle believe that Gina is their aunt and Eric is their cousin. Due to serious conflicts that arise between the boys both at school and a series of family functions, Gina suggested that the family begin seeing a counselor to address the issues when Joel is 10, Kyle is 11 and Eric is 13. The counselor, Elisa, is informed of Joel and Kyle’s adoption status and their relationship with Gina and Eric Roberts before she initiates the counseling relationship. Three weeks into counseling, a tense session with all family members present results in Eric blurting out, “You don’t know this, but you are not my cousins, you are my brothers.” Joel and Kyle become very distraught and turn to Elisa asking, “Is it true that Kyle and I are adopted, that Gina is our mother and Eric is our brother? Have our parents been lying to us all this time?”

What are the ethical dilemmas and how should they be addressed?

What are the legal issues?
Clinical Mental Health Case Study

Dominique is a twenty-eight year old man and the star player of a professional football team. He was recently arrested on drunk driving charges, and his team is requiring that he complete mandatory counseling in order to be eligible to continue playing in the season. As part of the referral, it is noted that several teammates have observed that Dominique no longer cares for his physical appearance as he once did and that he is often “moody.” In his third counseling session, Dominique reveals that he was diagnosed with HIV positive three years ago and feels that his life is harder to deal with because of the disease. He reports that he frequently takes medication “holidays” because the side effects impact his performance on the field. Thus far, through a series of payments to the team doctor, Dominique has been able to hide his diagnosis from both the team and the public. During a session, Dominique discloses that he has been in a relationship for two weeks. He has not informed his girlfriend, Michelle, of his diagnosis because he believes she will reject him. He states that if she rejects him he will kill her. Michelle and Dominique have come close to being sexually intimate a number of times, and Dominique is considering moving forward in the relationship without telling her of his HIV status. Dominique reports that he has had many previous sexual encounters with other partners without informing them of his diagnosis. The day after the third session, the counselor logs into his/her Instagram account and views the popular page. Two of Dominique’s pictures have made the Popular feed, and the pictures, along with his notes, display him showing off guns and knives and comparing himself to Shakespeare’s Othello.

What are the ethical dilemmas and how should they be addressed?

What about Michelle?

What are the legal issues?