Instructor: Vickey L. Maclin, PsyD  
Course Dates: January 30-31, February 27-28, March 27-28  
Course Times: Friday 6:30 pm – 9:30 pm, Saturday 8:30 am – 4:30 pm  
Instructor Contact Information:  
Phone Number: 704-527-9909  
(Cell) 757-288-0803  
Email address: vmaclin@gordonconwell.edu  
Office Hours: Wed, Thurs and Fri 1:30-4:00 pm or by appointment  
Office Location:  

Course Description  
This course offers a comprehensive review of the process of professional specialization in the counseling field. Topics include ethical standards and conduct, legal responsibilities, professional organizations, professional licensing/credentialing, self-care strategies, etc. Prerequisite: CO 867.

Gordon Conwell Mission  
Article 2: To maintain academic excellence in the highest tradition of Christian scholarship in the teaching of the biblical, historical and theological disciplines. Theological education, which is properly done within and for the Church, ought to function with rigor and academic integrity. The seminary, therefore, must provide an environment within which teaching and learning can best occur and encourage high levels of scholarly competence and research in its faculty.

Article 3: To train and encourage students, in cooperation with the Church, to become skilled in ministry. The Church and the seminary share the goal of seeing knowledge, skills and experience integrated in the person who ministers. Through the courses and the practica/internships, a combination of careful training and supervised experience in counseling ministries are pedagogical practices essential to achieving that goal.

Course Objectives  
Students will gain knowledge and be able to identify and develop plans to address:

CACREP Section II G-1
a. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications
b. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event
c. self-care strategies appropriate to the counselor role

d. counseling supervision models, practices, and processes
e. professional organizations, including membership benefits, activities, services
to members, and current issues;
f. professional credentialing, including certification, licensure, and accreditation practices and
standards, and the effects of public policy on these issues;
g. the role and process of the professional counselor advocating on behalf of the
profession;
h. advocacy processes needed to address institutional and social barriers that
impede access, equity, and success for clients
i. ethical standards of professional organizations and credentialing bodies, and applications of
ethical and legal considerations in professional counseling

And will demonstrate evidence of learning through:

CMCH
A-2. Understands ethical and legal considerations specifically related to the practice of clinical
mental health counseling.
A-7. Is aware of professional issues that affect clinical mental health counselors (e.g., core
provider status, expert witness status, access to and practice privileges within managed
care systems
B-1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical
mental health counseling.
D-9. Demonstrates the ability to recognize his or her own limitations as a clinical mental
health counselor and to seek supervision or refer clients when appropriate.
E-4. Understands effective strategies to support client advocacy and influence public policy
and government relations on local, state, and national levels to enhance equity, increase
funding, and promote programs that affect the practice of clinical mental health
counseling.
F-2. Advocates for policies, programs, and services that are equitable and responsive to the
unique needs of clients.

Class Structure and Instruction
Method of instruction (CACREP II.D.3): To achieve the objectives of this course and address the
course content, the instructor will employ a variety of teaching interventions that will include
small group discussions, individual projects, lectures, role plays, facilitated reflection, case
presentations and simulated activities.

Required Texts and/or Readings* (CACREP II.D.4)

Textbooks:
Brooks/Cole Cengage.
If you are in the MFT or dual track, the following text is also required:

*Up to 600 pages of the required 2000 pages of the annotated bibliography can be met by attending the NC Counseling Association annual conference, which will be held in Greensboro from February 11-13, 2015. You will receive 200 pages of reading credit for each day you attend. Please see the following link for more information: [http://nccounselingassociation.org/events/721-2/ncca-2015-annual-conference-registration/](http://nccounselingassociation.org/events/721-2/ncca-2015-annual-conference-registration/). Discounts for students are available.

In order to receive credit, a one-paragraph summary of each seminar attended should be included with your annotated bibliography. Also, please upload a record of your attendance (e.g., receipt of your payment for the conference) on Sakai.

If there is not an annotated bibliography requirement, then you can get up to an extra 3 points added to your final grade (one point per day attended).

Please be mindful that per GCTS academic policy, you can apply this incentive to only one course.

Recommended Reading (On Reserve in the Library)


Course Requirements and Expectations

**Student Performance Evaluation Criteria and Procedures (CACREP II.D.5):**

This section includes information regarding student evaluation: (a) course requirements, (b) assignments, (c) grading scale, and (d) any additional expectations of students during the course.

A. **Course Requirements:**

6. Students will engage in reading and developing extensive library research in the professional standards and ethics in the field of counseling. (CACREP II. G.1. a, b, g, h, i)

6. Students will be expected to develop knowledge and understanding of the basics of Christian ethics and how they serve as a foundation for Christian counseling ethics.

6. Students will develop knowledge and understanding of the responsibilities, limits, and liabilities of professional counseling. (CACREP II. G. 1. b, c, f, g, h)

6. Students will become conversant with the central legal, ethical, and professional issues, in addition to the dilemmas that confront practitioners in counseling. (CACREP II.G.1. b, c, d, f, g, h)

6. Students will integrate acquired knowledge and understanding, and apply that to practical
situations that arise in practicum and professional experience, and integrate specific principles of biblical Christian ethics. (CACREP II.G.1. a, d, e, j)

6. Students will demonstrate developing competency in core ethical concepts in services provided to clients, including the importance of practical application of such concepts as self-care in the provision of counseling services. (CACREP II.G.1. c, d, h, j)

B. Assignments: Knowledge and Skill Outcomes (CACREP II.D.2):

1. **Reading Requirements (40 points)**--The student will be expected to read the required textbooks in their entirety. Additionally, the student will be expected to begin an initial, but extensive library research in the professional standards and ethics in the counseling field. By becoming familiar with the available relevant literature on legal, ethical, and professional issues, the student will be expected to lead discussions in class related to the ethical and legal issues in the practice of mental health counseling. Additionally, the student will demonstrate competency in integrating the core concepts from professional standards in written assignments. (CMHC A-2)

a. To become conversant with the pertinent ethical issues in the counseling field, students are expected to read from a variety of sources that address topics of: ethical and legal considerations related to the practice of mental health counseling, understanding professional roles, functions in professional roles, relationships and collaboration with other human service providers, issues related to professional credentialing, advocacy work in the profession. Textbooks for the course may be used, as well as books selected from the bibliography attached to this syllabus and include use of ACA Ethics Code. The student may select other scholarly and clinical sources, as long as they address any of the areas noted above.

b. Students will write 3-5 paragraph summaries of the readings that address aspects related to any of the identified areas highlighted above and relate the material to their development as counselors. The summary comments should identify and address aspects that the author addresses related to each of the following topic areas:
   - ethical and legal considerations of mental health counseling
   - functions in professional roles
   - counseling supervision models
   - collaboration with other human service providers
   - issues related to professional credentialing
   - advocacy work in the professional

c. Students must address each of the topics. Additionally, students should comment on the relationship of the topic to future work as a counselor, and include comments that incorporate developing thoughts of how Christian ethics relates to the particular topic that is being summarized. The paper should be written in APA format

d. If you are in the MFT or dual track, you will be required to read Wilcoxon, Remley, Gladding, & Huber (2011) text and include paragraphs that address ethical considerations and guidelines and clinical practice for Marriage and Family Therapists.

(See Grading Rubric on Sakai).

e. Grading will be as follows:
   - A = 2000+ pages read and comprehensive discussion of summaries
   - B = 1600-1999 pages read and comprehensive discussion of summaries
2. **Facilitate Class Discussions (20 points discussion & 40 points quiz=120)** – At different times during each of the weekends, students will be called on to facilitate a brief discussion (15 minutes) about an ethical and legal issue related to the practice of mental health counseling. The students will be told in advance what topic they will discuss with the class. After the fourth facilitated discussion the whole class will take a 40-point quiz that will cover each to demonstrate their understanding of the topics. The areas that students will lead discussions on relate broadly to the ethical and legal considerations of mental health counseling, and professional issues that affect mental health counselors such as: core provider status, advocacy for clients, expert witness status, and access to and practice privileges within managed care systems. (CMHC A-2 and A-7)  
**Due date:** Each weekend four (4) students will lead separate discussions at varying times during the weekend. The quiz will be taken and graded immediately after the last facilitated discussion for the weekend.

3. **Self-Care Plan (30 points)**—In as much as ethical practice and professional standards require every therapist to attend to their own personal well-being; and understand their limitations, so as to ensure that they do not suffer from “burnout”, it is essential that every therapist develop a self-care plan. The plan should include address the importance of supervision as well as steps that will be taken to care for clients when necessary. Therapists should understand the importance of self-care and the ethical responsibility they have to maintain good examples of self-care and to care for clients when it is necessary to step away from practice. This assignment is given to permit each student to have the opportunity to consider, reflect on and develop a plan for self-care that will carry him or her forward into his or her career with the best possible preparation for ensuring a successful career. In the plan students are also to address the role of supervision in the process of self-care and what steps will be appropriate to care for clients if the therapist has to step away from practice. (CMHC D-9)  
   a. After reading *The Resilient Clinician*, and utilizing the resources therein; students will evaluate and identify their strengths and limitations (e.g.: sources of stress and renewal); and prepare a self-care plan.
   b. This paper will include discussion of the causes, prevention and resolutions of burnout. The student should identify his or her own personal vulnerabilities. The student should also address in the paper the importance of self-care plan from a Christian perspective, and why it is important to know one’s limitations and the importance of caring for one’s self. Students should address and identify the importance of supervision during times of distress. Finally, the student should identify ethical implications for not considering his or her own well-being and self-care in providing clinical services; especially giving consideration to caring for clients.
   c. This is a personal self-care plan, so students should write a major portion of the paper in first person. The plan should be written in APA format and be 5-7 pages in length, double-spaced with 1-inch margins. (See Grading Rubric on Sakai).
d. Grading of this self-care plan will be based on:
   1. Identification of own strengths and limitations - 5 pts
   2. Identification of personal and professional stressors - 5 pts
   3. Understanding causes, prevention and resolution of burnout - 5 pts
   4. Identifying supervision/supervisor role in self-care – 5 pts
   5. Identifying ethical implications for no self-care plan - 5 pts
   6. Thoughts from a Christian perspective on self-care - 5 pts

Due date: April 3, 2015 submitted electronically on Sakai.

4. **Supervision Evaluation (25 points)**—Smith (2009) states that a supervisor should embrace not only the provision of clinical services, but also how those services are delivered and the trainee development. The student will evaluate both himself or herself and his or her supervisor from the perspectives of the supervision models and stages of supervisees that were discussed in the class. **It should be understood that this is not an assignment that is designed to “slam” the supervisor.** The assignment is designed to be a critical evaluation and critique of the supervision and training process the student has received, and consider ways that it could be improved such that the supervisee feels trained and equipped in working with client populations. Students will consider the supervision models and evaluate either their current supervision and supervisor’s style or a past supervision and supervisor’s style. Additionally, the supervisee has a developmental process that he or she goes through during this training phase. The student will identify his or her stage of development and how it has influenced the supervisor/supervisee relationship. Finally, students will evaluate the supervision process that has been received from an ethical perspective; such as have guidelines been followed regarding trainee development, what has been and has not been addressed from the recommendations of what should be done in the supervisor/supervisee relationship, and the supervisor/supervisee’s responsibility in client care and vicarious responsibility. (CMHC D-9)

   a. The evaluation should be 3-4 pages in length and written in APA format. The student should address in the paper any of the models of supervision that he or she believes his or her supervisor uses in supervision. Additionally, the student should identify his or her stage of development as a supervisee. The student should consider the ethical standards that are outlined for supervision. In the evaluation acknowledgement should be offered on aspects of supervision that are meeting or not meeting the ethical standard guidelines. There should be an evaluation of the benefits and positive aspects of supervision that has been received and address the student’s limitations. Also an evaluation of problems or drawbacks in the supervision relationship, and suggest steps that can be taken to improve these areas. Consideration should be given to the results of supervision ethical guidelines either being adhered to or not being adhered to during the training process. The student should address the importance of and necessity for supervision and the responsibility to consider vicarious ethical responsibility of the supervisor. Finally, the student should include action step(s) that can be taken as a result of this evaluation process. (See Grading Rubric on Sakai).

Due date: March 20, 2015 submitted electronically on Sakai
5. **Professional Organization Advocacy Cases (25 points)** — Students will work in groups of 3-4 and select one of the professional organizations that will be provided to research and share with the class the mission, values and goals of the organization. The students will also indicate why one might consider becoming a member of the organization, the benefits from being a member of the organization, and are some things that might not be beneficial about being a member of the organization. Additionally, students will address effective strategies and activities one could get involved in with the organization that could:

   a. influence public policy and government relations at a local, state and national level
   b. enhance equity, increase funding and promote programs in clinical mental health counseling

Finally, students should address how they could advocate for policies, programs and services that are equitable and addresses the institutional and social barriers that impede access, equity and success for clients from all walks of life. During the second weekend of class each group will share with the class in a 20-25 minute PowerPoint presentation information related to the above requirements. The students should have resources available for the class about the organization and have a Q&A portion in the presentation. The group will not need to submit anything any writing, but they should prepare a PowerPoint and have handouts that will be submitted for grade. (See Grading Rubric on Sakai).

For any students in the MFT or dual track you will be permitted to work together and identify AAMFT organizations and discuss the aforementioned information related to MFT.  
**Due date: February 27 & 28, 2015 submitted electronically on Sakai.**

6. **Case Study (60 points)** — Each student will present a 20-25-minute presentation the last weekend of class. This will be a detailed de-identified case study from students’ personal practicum/internship experience, which represents an ethical question or challenge. The students will demonstrate, through the case study presentation, how to apply and adhere to ethical and legal standards in providing services to the client in the case study. If the student is uncertain that the issue is an ethical dilemma, the student is encouraged to discuss it with the professor well in advance of the class presentation. **Care should be taken to disguise all distinguishing details in order to protect fully the identity of the clients discussed.** If the student does not have a case from internship rotation, the professor will provide one. (CMHC B-1)

   a. Students are to present the case in a PowerPoint presentation. Each student should address the information below in the presentation. Use creativity in the presentation. The elements that should be included in the presentation are below:
      * State clearly the ethical dilemma
      * Give history and details of its context
      * Present the decision and rationale for how you handled the matter
      * Share new insights you have as you reflect on the case after having taken Professional Standards
      * Facilitate class discussion (using a few carefully crafted questions)
* Summarize the group’s decision and rationale

b. A written, 5-page summary of the case, in APA format, including the first two components above, references to at least 5 sources (beyond references to professional codes of ethics) of your thinking about the ethical issues involved, and summary of insights and conclusions from the class discussion.

c. The paper is due the same day that the presentation is done. All presentations will be done on the last weekend that class meets. (See Grading Rubric on Sakai).

d. Grading of this case study will be based on:
   1. Appropriateness of the case as an ethical dilemma (as opposed to a treatment dilemma) – 3 pts.
   2. Clarity of description and identification of relevant issues - 7 pts
   3. Orderly and logical presentation of history relevant to the ethical dilemma - 10 pts
   4. Summary of both positive and negative aspects of class discussion - 10 pts
   5. Impact of class discussion on your ethical conceptualization, a clear explanation of your view versus the class decision - 5 pts
   6. Clear statement of your own conclusion about the ethical dilemma, clearly justified - 10 pts
   7. Use of 5 appropriate literature articles from within the past 5-7 years on the topic of the dilemma - 5 pts

Due date: March 27 & 28, 2015 submitted electronically on Sakai.

7. **Final Paper (50 points)**—A research paper is required, presenting a carefully crafted framework for ethical decision-making as it relates to an ethical dilemma that could be encountered while practicing as a counselor. Any of the broad ethical and legal issues related to practicing as a mental health counselor can and should be selected from in this assignment. This synthesized approach should address consideration of how to utilize the Christian faith perspective along with the professional ethical commitments within the practice of counseling. The paper should demonstrate a thorough grasp of the different ethical and legal issues, and the dilemmas, challenges, premises, and principles within the context of the broadly relevant cultural issues that might be addressed in therapy. A substantial reference sources and extensive reflective thought are assumed in this assignment. (CMHC A-2 & B-1)

This paper will be evaluated as a final senior paper and should reflect that level of integration and scholarship.

d. A written 8-10 page APA formatted paper is required that is double-spaced with 1-inch margins. The paper should include a reference page for the sources. (See Grading Rubric on Sakai). You can select any topic that might present you with value difficulties, or ethical dilemmas, that would be hard to work through. As you consider the ethical matter, be certain to address your decision-making process in addressing the situation. (See Grading Rubric on Sakai).

e. Grading for this paper will be based on the following:
   1. Understanding of ethical principles undergirding professional ethical standards and the proposed decision-making model - 10 pts
   2. Consideration of issues related to integration of counseling theory and
ethics, and personal faith commitment and theology - 15 pts
3. Understanding potential challenges and areas of conflict, both within professional ethical standards of practice and between counseling profession and faith commitments - 10 pts
4. Clear framework for decision making model for handling ethical dilemmas in practice - 10 pts
5. Use of appropriate resources from the literature - 5 pts

Due date: April 17, 2015 submitted electronically on Sakai.

8. Exam (100 points) The proctored exam for Professional Standards in Counseling will be due Tuesday, May 12, 2015 by 11:59 pm. It will be worth 100 points and will consist of multiple-choice and short answer questions from Corey, Corey & Callahan (2012) texts that addresses the major topics that were address during the class. A student guide of questions will be provided. (CMHC A-2, A-7, & B-1)

Grading of Assignments:
- Lateness will be penalized 1-point for each day an assignment is late.
- Excessive or insufficient length will be penalized three points per page over/under limits.
- Failure to use APA format will be penalized up to one letter grade, depending on the errors. (Assistance with correct APA format is available online).
- Plagiarism is considered a serious academic offense at GCTS. Please note the guidelines at http://www.indiana.edu/~wts/wts/plagiarism.html

Attendance- The style and format of this course is essentially that of a senior seminar that anticipates maximum class input and reflective discussion from the student. The student is expected to attend all class sessions and participate fully in the classroom experience. Case study presentations and class discussions will be a significant part of the final grade.

Attendance/Participation (30 points) - Students are expected to attend class and actively participate in the class. The attendance/participation points are not automatic. These points will be divided half for attending each weekend and half for participating in class exercises each class period. If students are late to class, leave early from class, or do not complete in-class assignments then points will be deducted each class period.

Grading Rubric:

| Final letter grades will be assigned based on the following distribution: |
|-----------------|-----------------|-----------------|-----------------|
| A+  | 490-500 | C  | 370-384 |
| A   | 470-489 | C-  | 350-369 |
| A-  | 450-469 | D+  | 335-349 |
| B+  | 435-449 | D  | 320-334 |
| B   | 420-434 | D-  | 300-319 |
| B-  | 400-419 | F  | Below 300 |
| C+  | 385-389 | | |

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Default, Tab stops: 0.06", Left + Not at 1.64"

Formatted: Indent: Left: 0.25", No bullets or numbering

Formatted: Indent: Left: 0.25"
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30-31</td>
<td>• Introduction to Course</td>
<td>Corey, Corey &amp; Callanan (2012) Chapters 2, 3,</td>
<td>Facilitate Class Discussion Quiz</td>
</tr>
<tr>
<td></td>
<td>• Presentation Sign-ups</td>
<td>Sanders (2013) Chapters 1-4, 9, 17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Case Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Professional Organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Christian Ethics &amp; Theology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Religious Values and Secular Therapies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ethical Theory &amp; Biblical Standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• History &amp; Philosophy of Foundational Theory of Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Values and Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Professional Competence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evaluating Education, Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Experience and Capacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Informed Consent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Limits of Confidentiality-Tarasoff</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Confidentiality</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Privilege &amp; Privacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Advertising, Promotion &amp; Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ethics in Research Education &amp; the Marketplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27-28</td>
<td>• Decision-making processes</td>
<td>Corey, Corey &amp; Callanan (2012) Chapters 4, 5, 6, &amp; 13</td>
<td>Facilitate Class Discussion Quiz</td>
</tr>
<tr>
<td></td>
<td>• Development of Ethical Reasoning</td>
<td>Sanders (2013) Chapters-12, 13, &amp; 21</td>
<td>Professional Organization Advocacy Presentations</td>
</tr>
<tr>
<td></td>
<td>• Multicultural Issues</td>
<td>(Due Feb. 27-28)</td>
<td>Supervision Evaluation (Due Mar. 20)</td>
</tr>
<tr>
<td></td>
<td>1. Advocacy Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Legal Responsibilities of Therapist</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Forensic Settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Family Law and Child Custody issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Judicial System and Expert Testimony</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Malpractice and Common Risk Factors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Self-Care Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Professional Associations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Counseling Identity

1. Being a Professional in the Professional Community
2. Professional Development & CE
3. Research on Christian Counseling

<table>
<thead>
<tr>
<th>March 27-28</th>
<th>Complex Supervisory Relationships (Supervision/Therapy Distinction)</th>
<th>Chapters 7, 9, 11 Sanders (2013) Chapters 6, 7, &amp; 8</th>
<th>Facilitate Class Discussion Quiz Case Study Presentations (Due Mar. 27-28) Self Care Plan (Due Apr. 3) Research Paper Due Apr. 17) Reading Assignments (Due May 23) Final Exam (May 12)</th>
</tr>
</thead>
</table>

### Academic Standards/Policy

Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.
**ADA Policy**

The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations should petition the seminary in accordance with the stated guidelines in the Student Handbook.

**Cancellation of Class**

In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancellation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

**Extension Policy**

Arrangements for submission of late work at a date on or before the “last day to submit written work”, as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams. Never, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

**Grades**

Grades are posted online within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

**Returned Work**

Work submitted through Sakai will be returned via Sakai since no hard copies will be turned in. Enclose a self-addressed, stamped envelope with any hard copy work submitted if you wish to have it returned.

**BIBLIOGRAPHY:**


http://www.division42.org/IPfiles/Winter08/practitioners/self-care.php

http://www.sfpa.net/newsletters/SFPA04-July.pdf