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.
Co-requisite: 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.

MACC Department Mission: The aim of the Master of Arts in Christian Counseling Program at Gordon-Conwell Theological Seminary-Charlotte is to advance Christ’s kingdom in various clinical, educational, and ministry settings by equipping counselors to think theologically, live biblically, and engage globally. Students who think theologically will develop a professional counselor identity that is grounded in orthodox Christian theology and sound clinical practice. Students who live biblically will demonstrate congruence between their faith and their actions in their personal and professional lives by maintaining a commitment to the process of ongoing spiritual formation. Students who engage globally will fulfill their call to serve others by being sensitive and responsive to the needs of diverse cultural, ethnic, and socioeconomic populations.

Relation to Curriculum: Professional Standards and Christian Ethics for Counselors is a required course for students in the MACC program who are pursuing LPC and MFT licensure. The course is designed to provide students with the opportunity to gain an understanding of the legal and ethical standards in counseling. Wheeler and Bertram, (2008) in their book “The
Counselor and the Law, offer this comment as it relates to the work of counselors. They say that in order for counselors to, “Remain current requires mindful awareness of the evolution of legal and ethical practice” (Kindle Loc 264. This course is designed to help students gain that awareness and knowledge in order to practice ethically as a Christian and as a counselor. Through the course students will engage in several different exercises that will afford them the opportunity to gain an understanding of the many different facets of American Counseling Association Ethics Code (ACA Code) and the American Association for Marriage and Family Therapy Ethics Code (AAMFT Code). Students will be challenged to consistently view their future work through the lens of an ethical counselor. Further, they will consider the importance of being involved in professional organizations, and working in communities to assist the underserved populations in a professional and ethical manner. The students will also consider matters of supervision and the importance of that role in their development towards becoming an ethical counselor. The course will provide students the opportunity to examine clinical cases from an ethical viewpoint. The curriculum of Professional Standards and Christian Ethics for Counselors is an area that is heavily emphasized on many state licensing board exams, including the North Carolina LPC and MFT exam, as well as by various accrediting bodies, including CACREP.

Objectives (Knowledge and Skills Outcomes):
Students will develop knowledge and understanding when addressing ethical and legal matters as a future licensed professional counselor and licensed marriage and family therapist. They will also consider theoretical approaches as it relates to matters of supervision. The following standards and outcomes will be used to measure knowledge and skills:

CACREP Standards
1. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications (G.1.a)
2. 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 (G.1.b)
3. Self-care strategies appropriate to the counselor role (G.1.c)
4. Counseling supervision models, practices, and processes (G.1.d)
5. Professional organizations, including membership benefits, activities, services to members, and current issues (G.1.e)
6. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (G.1.f)
7. The role and process of the professional counselor advocating on behalf of the profession (G.1.g)
8. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (G.1.h)
9. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (G.1.i)

CMHC Standards
Students will demonstrate evidence of learning through:
A-2. an understanding of ethical and legal considerations specifically related to the practice of clinical mental health counseling.
A-7. awareness 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. the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
D-9. 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. understanding of 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. learning to advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients.

Course Content: Professional Standards and Christian Ethics for Counselors introduces students to the ACA Ethics Code and the AAMFT Ethics Code. Attention will be given to learning and applying the ethical standards for licensed professional counselors and marriage and family therapy counselors. Clinical services to family systems and couples. Additionally, consideration will be given to the importance of considering diversity issues when working with individuals, families, and couples. Ethical consideration will be further developed as students consider clinical cases while examining the ethical and legal aspects of the cases.

Methods of Instruction: To achieve the objectives of this course and address the course content, the instructor will employ a variety of teaching interventions that will include lectures, ethical case dilemmas, small group discussions, individual projects, role plays, facilitated reflection, and case presentations.

Required Texts and/or Readings


If you are in the MFT or dual track, the following text is also required:

Recommended Readings

Course Requirements/Assignments

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

2. 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.

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

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

5. Students will integrate acquired knowledge and understanding, and apply to that to practical situations that arise in practicum and professional experience, and integrate specific principles of biblical Christian ethics. (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. (G.1. c, d, h, j)

A. Assignments: Knowledge and Skill Outcomes:

1A. Required Reading Assignment—LPC students (75 points) — Students are expected to read the required textbooks in their entirety. In addition, students will begin an initial, but extensive library research about professional standards and ethics in the counseling field. By becoming familiar with the available literature on legal, ethical, and professional issues, students will report specifically on certain matters as it relates to each of the areas noted below. When focusing on the topics students will give consideration from an ethical, professional, legal and personal viewpoint as they relate to the practice of mental health counseling. Students will demonstrate competency in integrating the core concepts from professional standards in this reading and writing assignments.

The paper should be written in APA format and include a cover page and reference page. Students should be certain to cite sources accurately and address personal aspects of the paper from a first person perspective. Broadly speaking, the paper should be written in third person, except when referring to personal views, thoughts and considerations. (A-2)

   i. To become conversant with the pertinent ethical issues in the counseling field, students who are pursuing LPC are expected to read from a variety of sources that address topics about:

   - specific ethical and legal considerations related to the practice of mental health counseling
   - understanding of professional roles
   - specific functions in professional roles
   - possible relationships and collaboration with other human service providers
   - issues related to professional credentialing
   - possible advocacy work in the profession

Textbooks for the course should be used as references for material gathered and written. Additionally, students should select other books and/or peer-reviewed articles that are related to the topics noted above. The LPC students should also refer to the ACA Code of Ethics when addressing the topics.
1B. Required Reading Assignment—MFT students (75 points) – If you are a MFT or dual track student, you will replace the Corey et al. (2014) text with Wilcoxon, Remley, & Gladding (2011). The Sanders (2013) text is to be included as part of your required reading for this assignment. And include paragraphs that address the above mentioned topics from the perspective as a marriage and family therapists and with considerations about the guidelines in their clinical practice for marriage and family.

ii. To become conversant with the pertinent ethical issues in the marriage and family therapy counseling field, students who are pursuing MFT are expected to read from a variety of sources that address topics about:

- preparation professionally for a variety of roles that can be fulfilled in the community that reflects the professional climate of marriage and family therapist
- understanding of professional roles as a practitioner, educator, trainer, supervisor, researcher, and consultant
- endorsement of relational/systemic ethics as it relates to individual, couple, family, group and community problems, educators and the range of additional professional roles such educator
- consideration of the values of multiple perspectives as a multiculturally informed counselor
- address support for marginalized and underserved communities and demonstration of appreciation for many way discrimination negatively influences lives of marginalized populations
- issues related to involvement in different organizational structures and the unique mission of marriage and family therapists
- professionals demonstration of competency through scholarship and research

Textbooks for the course should be used as references for material gathered and written. Additionally, students should select other books and/or peer-reviewed articles that are related to the topics noted above. The MFT students should also refer to the AAMFT Code of Ethics when addressing the topics.

b. Students will write 6-8-page paper that integrates in a discussion their understanding of how each of the topics relates personally to their future practice as counselors. Students should be certain to address each of the areas and consider them as they relate to ethical, legal, professional, and personal development as a counselor or marriage and family therapist. Include in the discussion what the Code of Ethics has to say about the topic and how the Code factors into your future consideration of each of the topics.

c. Finally, students should include their thoughts about Christian ethics and how they relate to the aforementioned topics and the students’ development as a Christian counselor.

A portion of the grade for this assignment will be based on the number of pages that are read while researching the topics. As such use the following as a gauge for page count and number of points given for the reading portion. (See detailed Grading Rubric on Sakai). When you write your paper, on the cover page indicate the number of pages read.
Grading will be as follows:

- A = 2000+ pages read (20 points)
- B = 1600-1999 pages read (16 points)
- C = 1200-1599 pages read (12 points)
- D = 800-1199 pages read (9 points)

**Due Date: November 25, 2016 submitted electronically in the Sakai course assignments area.**

2. **Facilitated Class Discussions (40 points discussion)** – During class on the first Saturday students will be in groups and will lead a discussion on a topic that the instructor will give before class starts. Students will demonstrate through role play or brief group discussion, their understanding of the material and identify the ethical and legal considerations and concerns related to the topic and the field of mental health counseling. Groups will share with the class the importance of the topic related to the provision of counseling services. As students address the topics they will need to relate the information about the topic to the practice of a clinical mental health professional. Students will demonstrate a thorough understanding of the topic and how it relates to their future work in providing services to individuals. Students will provide information through a 10-15-minute role-play or group discussion that addresses the topics for the class. The students should utilize either the *ACA or AAMFT Code of Ethics* and other resources to complete this assignment. Students will provide the class with a handout that serves as a resource about the topic. (A-2 and A-7)

**Due Date: Saturday, October 1, 2016.**

3. **Self-Care Plan (50 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 address the importance of supervision as well as steps that will be taken to provide care for clients when deemed necessary. Therapists should understand the importance of self-care and the ethical responsibility they have to be good examples of self-care. They also need to know how to provide care for clients when it is necessary to step away from practicing. This assignment is given for students to have the opportunity to consider, reflect on, and develop a plan for self-care that will carry him or her forward to ensure a successful career. In the plan students are also to address the role of supervision or mentoring in the process of self-care; and steps that may be appropriate to care for clients if the therapist has to step away from practice and providing counseling services. (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. Students should identify his or her own personal vulnerabilities. Students 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. Students should also identify a potential plan that can be implemented to provide care for clients if it is necessary to cease practicing for awhile. Finally, students 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 - 7 pts
   2. Identification of personal and professional stressors – 7 pts
   3. Understanding causes, prevention and resolution of burnout - 7 pts
   4. Identifying supervision/supervisor role in self-care – 7 pts
   5. Identifying ethical implications for no self-care plan - 7 pts
   6. Thoughts from a Christian perspective on self-care - 15 pts

**Due date: November 11, 2016 submitted electronically in the Sakai course assignments area.**

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. Students will submit a paper that addresses aspects of supervision related to the supervisor/supervisee relationship. Students will address the ethical guidelines as it relates to responsibilities of the supervisor and the supervisee. Students should obtain information from no less than five peer-reviewed journal articles that have been published within the last seven years related to the topic of supervision that examines the supervisor-supervisee relationship. Students should submit in their paper what the research has to say about the topic. Students will also address the type of supervision style that they believe they will respond best to, based on the class presentation. Students **CANNOT** use the articles that will be used in the class to address the topic of supervisor-supervisee relationship. Finally, students will address in their paper possible goals that they can consider in their future supervisor relationship during their practica. Students will consider the supervision models and given consideration to the type of supervisor would likely be a good fit in the supervisor-supervisee relationship he or she will engage during practica. Furthermore, the student will consider the developmental process that he or she will possibly go 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 from an ethical perspective; such as the guidelines regarding trainee development, and what should be done in the supervisor-supervisee relationship, and the supervisor/supervisee’s responsibility in client care and vicarious responsibility. (D-9)

   a. This assignment and evaluation will be completed based upon the following issues:
      i. address what the article research suggest about the supervisor-supervisee relationship
      ii. address any of the models of supervision that the student believes would be important for his or her supervisor to possess
      iii. consider the ethical standards that are outlined for supervision in the ethics code and the importance of them to the student’s development
      iv. evaluate the problems or drawbacks that can exist in the supervisor-supervisee relationship
      v. identify personal goals to consider when enter into supervisor-supervisee relationship at cite

(See Grading Rubric on Sakai).

**Due Date: October 21, 2016 in the Sakai course assignments area.**

5. **Professional Organization Advocacy Posters (50 points)** —Students will work in groups
and select a professional organization, that will be provided, to research and share the mission, values and goals of the organization. The students will also indicate why one might consider becoming a member of the organization and the benefits from being a member of the organization. Additionally, students will identify effective strategies and activities one could get by being involved with in 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
c. Students should also address how, as members, one could advocate for policies, services that are equitable; also addresses the institutional and social barriers that impede access, equity and success for clients from all walks of life.

A poster session will be conducted during Saturday afternoon on September 24. Presentations will take place with one set of individuals participating as observers and the others doing their actual posters. When students are at their displays they should be able to explain in 5-7 minutes to observers an overview of the professional organization and how one can join. Students should prepare a poster that is aesthetically appealing, that offers the information for others to gain an understanding of the professional organization. Students should have resources at their table about the organization that can be taken. The group will not need to submit anything in writing, except the information that is on the poster. The poster and the information is what will be graded. (E4 and F2)

This presentation should be thought of as if you were doing a professional poster presentation at a conference. This assignment should be done in a professional manner, including your personal presentation—your dress! (See Grading Rubric on Sakai).

For students in the MFT or dual track you will be permitted to work together on the identified AAMFT organizations and discuss the aforementioned information related to MFT.

Due Date: December 3, 2016

6. **Case Study (75 points)** — Each student will present a 20-minute presentation Saturday of the last weekend. 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 if the issue is an ethical dilemma, the student is encouraged to discuss it with the professor well in advance of the class presentation. Students will include in their discussion how they would apply the knowledge that they have of their cases to public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling settings. 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. (B-1 and B-2)

   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
      * Address what the literature says about your situation from an ethical
**Ethical Dilemma Paper (100 points)** — A research paper is required, presenting a carefully crafted framework for ethical decision-making as it relates to an ethical dilemma that the student 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 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 will be considered in grading this assignment. (A-2 and B-1)

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

a. 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).
b. 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 - 25 pts
   2. Consideration of issues related to integration of counseling theory and ethics, and personal faith commitment and theology - 30 pts
   3. Understanding potential challenges and areas of conflict, both within professional ethical standards of practice and between counseling profession and faith commitments - 15 pts
   4. Clear framework for decision making model for handling ethical dilemmas in practice - 15 pts
   5. Use of appropriate resources from the literature - 15 pts

Due date: December 16, 2016 submitted electronically in the Sakai course assignments area.

8. **Exam (150 points)** The proctored exam for Professional Standards in Counseling will be due Saturday, **December 17, 2016 by 11:59 pm**. (It will be worth 150 points and will consist of multiple-choice questions that will come from Corey, Corey, Corey and Callanan (2014) and Sanders (2012) texts that addresses the major topics that were address during the class. There will also be three short answer case study questions that will require you to consider ACA Code of Ethics. You will be permitted to use the Code of Ethics to answer the Case Study questions ONLY! A study guide of questions will be provided for the multiple-choice questions. **MFT STUDENTS**: There will be 10 multiple-choice questions that will need to be answered in place of 10 of the multiple choice questions from Corey et al. (2014). (A-2, A-7, and B-1)

**Grading:**
The final grade will reflect the combined efforts of the student as derived from the following sources:

**Points for Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>45 points (15 pts per weekend)</td>
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<tr>
<td>Participation</td>
<td>30 points (10 pts per weekend)</td>
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<tr>
<td>Required Reading Assignment</td>
<td>75 points</td>
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<tr>
<td>Facilitated Discussion</td>
<td>40 points</td>
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<tr>
<td>Self-Care Plan</td>
<td>50 points</td>
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<td>Supervision Evaluation</td>
<td>25 points</td>
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<tr>
<td>Professional Organization/Advocacy Posters</td>
<td>50 points</td>
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<tr>
<td>Case Study</td>
<td>75 points</td>
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<tr>
<td>Ethical Dilemma Paper</td>
<td>100 points</td>
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<tr>
<td>Final Exam</td>
<td>150 points</td>
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**TOTAL POSSIBLE POINTS** 640 POINTS

** Students must submit ALL assignments. Professional Standards & Christian Ethics is a CACREP required course; and any assignment that is not submitted could result in the student receiving a failing grade in the course.
Grading Rubric
Final letter grades will be assigned based on the following distribution:

- **A+**: 627-640
- **B+**: 557-575
- **C+**: 493-511
- **447 below no pass**
- **A**: 602-626
- **B**: 538-556
- **C**: 474-492
- **on course**
- **A-**: 576-601
- **B-**: 512-537
- **C-**: 448-473

Grading of Assignments
Lateness will be penalized 3-points for each day an assignment is late. Excessive or insufficient length will be penalized five-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.

**Attendance & Participation (100 points-50 for each)** – Students are expected to attend class and actively participate in the class. The attendance/participation points are not automatic. If students are late to class, leave early from class, or do not complete assignments points will be deducted each class period.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri, Sept 30</td>
<td><strong>Introduction to Course</strong>&lt;br&gt;Case Student Presentation Sign-up&lt;br&gt;Christian Ethics &amp; Theology&lt;br&gt;  • Religious Values &amp; Secular Therapies&lt;br&gt;  • Ethical Theory &amp; Biblical Standards&lt;br&gt;<strong>History &amp; Philosophy of Counseling</strong>&lt;br&gt;  • Foundational Theory of Ethics&lt;br&gt;  • Values and Counseling&lt;br&gt;  • Professional Competence&lt;br&gt;<strong>Evaluating Education, Training Experience &amp; Capacity</strong>&lt;br&gt;  • Development of Ethical Reasoning&lt;br&gt;<strong>Supervision Models</strong>&lt;br&gt;  • Complex Supervisory Relationships&lt;br&gt;  Supervision/Therapy Distinction</td>
<td>Corey et al., (2014)&lt;br&gt;  Ch. 1, 3, 9&lt;br&gt;  Sanders, (2013)&lt;br&gt;  Ch. 1-4, 9, 20-21</td>
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<tr>
<td>Sat, Oct 1</td>
<td><strong>Ethical &amp; Legal Considerations Practice in Counseling</strong>&lt;br&gt;Professional Issues for Counselors&lt;br&gt;  • Informed Consent&lt;br&gt;  • Limitations of Confidentiality-Tarasoff&lt;br&gt;<strong>Confidentiality</strong>&lt;br&gt;  • Privilege &amp; Privacy&lt;br&gt;<strong>Advertising, Promotion &amp; Marketing</strong>&lt;br&gt;<strong>Ethics in Research, Education &amp; the Marketplace</strong>&lt;br&gt;<strong>Multicultural Issues</strong>&lt;br&gt;  • Advocacy Work</td>
<td>Corey et al., (2014)&lt;br&gt;  Ch. 4-6, 8, 13&lt;br&gt;  Sanders, (2013)&lt;br&gt;  Ch.12, 13, 19&lt;br&gt;  Wicks (2007)&lt;br&gt;  ASSIGNMENT DUE:&lt;br&gt;  Facilitation Discussions Due During Class</td>
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<tr>
<td>Fri, Oct 21</td>
<td>ASSIGNMENT DUE: Supervision Paper Due by 11:59 pm on Sakai</td>
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<td>Fri, Nov 11</td>
<td>ASSIGNMENT DUE: Self-Care Plan Due by 11:59 pm on Sakai</td>
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<td>Fri, Nov 25</td>
<td>ASSIGNMENT DUE: Required Reading Paper Due by 11:59 pm on Sakai</td>
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<td>Sat, Dec 2</td>
<td><strong>Client Advocacy-Public Policies</strong>&lt;br&gt;  • Advocate for Policies &amp; Programs&lt;br&gt;<strong>Ethical Issues in Pastoral Counseling</strong>&lt;br&gt;<strong>Ethical Issues in Couples &amp; Family Therapy</strong>&lt;br&gt;<strong>Ethics of the Child Client</strong>&lt;br&gt;<strong>Gaining Clarity about Potential for Exploitation</strong></td>
<td>Corey et al., 2014&lt;br&gt;  Ch. 10-12&lt;br&gt;  Sanders, (2013)&lt;br&gt;  Ch. 5, 7-8</td>
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<td>Date</td>
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<td>Sat, Dec 3</td>
<td><strong>Boundaries in Counseling &amp; Therapy Sexual Issues &amp; Reasonable Prudence</strong>&lt;br&gt;Legal Issues&lt;br&gt;• Forensic Settings&lt;br&gt;• Family Law and Child Custody Issues&lt;br&gt;• Judicial System and Expert Testimony&lt;br&gt;<strong>Malpractice and Common Risk Factors</strong>&lt;br&gt;Corey et al., (2014) Ch. 2, 7-8&lt;br&gt;Sanders, (2013) Ch. 6, 14-16</td>
<td>ASSIGNMENT DUE: Professional Organization Posters Due</td>
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<td>Fri, Dec 9</td>
<td><strong>Self-Care Requirements</strong>&lt;br&gt;Counseling Identity&lt;br&gt;• Being a Professional in Profession&lt;br&gt;• Professional Development &amp; CE&lt;br&gt;• Research on Christian Counseling&lt;br&gt;Counselor as a Person&lt;br&gt;Counselor vs. Lay Counselor vs. Pastoral Counselor&lt;br&gt;Multiple Relationships&lt;br&gt;Referral &amp; Termination&lt;br&gt;Responsibilities of Therapists&lt;br&gt;• Limitations as Counselor&lt;br&gt;Legal Responsibilities</td>
<td>ASSIGNMENT DUE: Case Presentations Due (PowerPoint by 11 pm 12/5/16)</td>
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<td>Sat, Dec 10</td>
<td><strong>Case Study Presentations</strong>&lt;br&gt;Demonstration Application Ethical &amp; Legal Standards</td>
<td>ASSIGNMENT DUE: Case Presentations Due (PowerPoint by 11 pm 12/5/16)</td>
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<tr>
<td>Fri, Dec 16</td>
<td>ASSIGNMENT DUE: Ethical Dilemma Paper&lt;br&gt;Due by 11:59 pm on Sakai</td>
<td>ASSIGNMENT DUE: Final Exam Due (Taken before midnight)</td>
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<tr>
<td>Sat Dec 17</td>
<td><strong>The syllabus is subject to change at the Professor’s discretion when changes are needed. Students will be notified, via an email, of any changes that are made to the syllabus.</strong></td>
<td>ASSIGNMENT DUE: Final Exam Due (Taken before midnight)</td>
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Syllabus Addendum

Academic Standards
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 cancelation 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. However, 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 on line 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.

Virtual Writing Center

Free assistance in writing papers is available to students through the Virtual Writing Center at Gordon Conwell. The Virtual Writing Center is staffed by Gordon Conwell graduates, or writing tutors with specialized knowledge in writing and/or ESL. Generally, this service is available to students who have completed or are currently enrolled in one of the following three classes:

- CT500 (Introduction to Theological Research)
- CO501 (Introduction to Counseling Research)
- IS502 (Theological Research and Writing)

If you enrolled in GCTS before Fall 2008, you were not required to take one of the three prerequisites above, and you may request access to the Virtual Writing Center. Also, ESL writing tutors are available to ESL students even if they are not currently enrolled in a degree program. If you do not meet one of these qualifications, but feel you would benefit from using the Virtual Writing Center, contact us and we will evaluate your status.

Email writingcenter@gordonconwell.edu for more information.
BIBLIOGRAPHY


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

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