GORDON CONWELL THEOLOGICAL SEMINARY-CHARLOTTE
MASTERS OF ARTS IN COUNSELING PROGRAM
CO790C PROFESSIONAL STANDARDS & CHRISTIAN ETHICS FOR COUNSELORS
SPRING 2016

Course Times: Monday-Friday (Poster-Professional Organizations-1/22/2016)
9:00 am -4:00 pm
Instructor Contact Information: Office Number: 704-295-2358
email: vmaclin@gordonconwell.edu Cell Number: 757-288-0803
Office Hours: before or after class or by appointment

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.

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

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

Textbooks:


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


Recommended Reading

Course Requirements and Expectations

A. Course Requirements:
1. 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)
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. (CACREP II. 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. (CACREP II.G.1. b, c, d, f, g, h)
5. 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:
1. **Required Reading Assignment (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. (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 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. Students should also refer to the ACA 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. 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. If you are in the MFT or dual track, you will be required to read Wilcoxon, Remley, & Gladding (2011) text 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.

d. 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.

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.

**SPECIAL NOTE:** The North Carolina Counseling Association will have the Annual Conference February 17-19, 2016 in Greensboro, NC. The Counseling Department wants to strongly encourage your participation at the conference. These conferences are invaluable in helping to form your identity as a professional counselor. This conference is also a good opportunity to be exposed to some of the latest research and issues in the field of counseling and to connect with GCTS alumni and other professionals. You can find information about the conference at: [https://nccounselingassociation.org/events/2016-conference-information/](https://nccounselingassociation.org/events/2016-conference-information/). Student rates are available. As an incentive, reading credits of up to 600 pages is being offered for students who attend the conference. In order to receive credit for each seminar (workshop) that you attend during the conference you will need to write a paragraph that summarizes the session. Additionally, the learning outcomes for each session that was attended should be included. Students should also provide proof of attendance with the assignment submission. **Even though the conference is February 17-19 students have until April 16 to submit the assignment. It will be necessary to submit the information from the conference if credit is to be received for the 600-page deduction.**

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). 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:** April 16, 2016 submitted electronically in the Sakai course assignments area.

2. **Facilitated Class Discussions (30 points discussion)** – During class on Tuesday and Wednesday students will work in groups of four (4) and discuss a particular topic that Dr. Maclin will cover during the class. Each group will have a different topic for this assignment. There will be six different topics, and the groups will receive one of the six topics on both Tuesday and Wednesday. Students will demonstrate their understanding of the material by working in groups and identify the ethical and legal considerations and concerns related to the
topic and the field of mental health counseling. 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. The students will be able to utilize the ACA Code of Ethics and other resources to complete this assignment. Students will receive a handout that they will use to complete the assignment. Students will submit the information that the group comes up with in responses to the questions for the assignment at the end of each day of discussion groups. (CMHC A-2 and A-7)

**Due Date:** Each group will submit a hard copy of their responses about the particular topic from the handout on Tuesday, January 26th and Wednesday, January 27th.

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. (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, preventions 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:** March 18, 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. During the day that the lecture is given on supervision (supervisor-supervisee relationship), 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 will be 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 as a critical evaluation and critique of supervision and the training process the student has received. Additionally, students are to consider ways that supervision 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. Furthermore, 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. This assignment and evaluation will be completed during class and students will use a form that will be on Sakai. During the lecture students will respond to questions and write an evaluation/assessment about their experience with supervision. At the end of the class period students will submit their completed evaluation/assessment form on Sakai. On the evaluation students will be doing the following:

      i. address any of the models of supervision that he or she believes his or her supervisor uses in supervision.
      ii. identify his or her stage of development as a supervisee.
      iii. consider the ethical standards that are outlined for supervision.
      iv. offer an evaluation/assessment about the aspects of supervision that are and are not being met based on the ethical standard guidelines.
      v. evaluate the benefits and positive aspects of supervision that have been received
      vi. address the student’s limitations
      vii. evaluate the problems or drawbacks in the supervision relationship and suggest steps that can be taken to improve these areas.
      viii. assess whether supervision ethical guidelines either being adhered to or not during the training process
      ix. address the importance of and necessity for supervision and the responsibility to consider vicarious ethical responsibility of the supervisor
      x. include action step(s) that can be taken as a result of this evaluation process.

(See Grading Rubric on Sakai).

**Due Date:** January 25 by end of class (4:30 pm) submitted electronically in the Sakai course assignments area.

5. **Professional Organization Advocacy Posters (50 points)**—Students will work in groups of 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.

On Wednesday, January 27<sup>th</sup> from 1:15-2:30 pm students will display posters in the lobby area and stand near them to talk with others about the organization. Four groups will do their presentations and others will walk around to the displays, then the groups will switch. When students are at their displays they should be able to explain in 5-7 minutes 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. This presentation should be thought of as if you were doing a poster presentation at a conference. This assignment should be done in a professional manner, including your personal presentation—take into consideration your dress on this particular morning! (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: January 27<sup>th</sup>**

6. **Case Study (60 points)** — Each student will present a 25-minute presentation Thursday and Friday. 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. 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
      • Address what the literature says about your situation from an ethical standpoint
      • 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)
b. 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 - 10 pts
   3. Orderly and logical presentation of history relevant to the ethical dilemma -
10 pts
   4. Clear statement of your own conclusion about the ethical dilemma, clearly
justified; and what you learned from the case - 15 pts
   5. Use of 5 appropriate literature articles from within the past 5-7 years on
the topic of the dilemma - 5 pts

( THESE SHOULD BE INCLUDED IN CONCLUDING COMMENTS)
6. Summary of both positive and negative aspects of class discussion - 7 pts
7. Impact of class discussion on your ethical conceptualization, a clear
   explanation of your view versus the class decision - 10 pts

Due Date: January 28 & 29, 2016. The PowerPoint should be submitted electronically in the
Sakai course assignments area on Wednesday and Thursday, January 27 & 28 by 10 pm.

7. **Final 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. (CMHC A-2 & 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: April 30, 2016 submitted electronically in the Sakai course assignments area.
8. **Exam (150 points)** The proctored exam for *Professional Standards in Counseling* will be due Tuesday, **May 13, 2016 by 11:59 pm.** It will be worth 150 points and will consist of multiple-choice questions that will come from Corey & Callanan (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* for this portion of the exam. A study guide of questions will be provided for the multiple-choice questions. (CMHC A-2, A-7, & B-1)

**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](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.

**Points For Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>50 points (10 pts per day)</td>
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<tr>
<td>Participation</td>
<td>50 points (10 pts per day)</td>
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<tr>
<td>Required Reading Assignment</td>
<td>75 points</td>
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<td>Facilitated Discussion</td>
<td>30 points</td>
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<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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<td>Professional Organization/Advocacy Posters</td>
<td>50 points</td>
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<tr>
<td>Case Study</td>
<td>60 points</td>
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<tr>
<td>Final 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

**Grading Rubric**
Final letter grades will be assigned based on the following distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>621-640</td>
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<tr>
<td>A</td>
<td>602-620</td>
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<tr>
<td>A-</td>
<td>576-601</td>
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<td>B+</td>
<td>557-575</td>
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<td>B</td>
<td>538-556</td>
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<td>B-</td>
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<td>C+</td>
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<td>C-</td>
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<td>D+</td>
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<td>Date</td>
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<tr>
<td>Mon, Jan 25</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>
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<td>Tues, Jan 26</td>
<td><strong>Ethical &amp; Legal Considerations Practice in Counseling</strong>&lt;br&gt;<strong>Professional Issues for Counselors</strong>&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&lt;br&gt;<strong>Responsibilities of Therapists</strong>&lt;br&gt;• Limitations as Counselor&lt;br&gt;• Legal Responsibilities&lt;br&gt;<strong>Legal Issues</strong>&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;<strong>Self-Care Requirements</strong></td>
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<td>Wed, Jan 27</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>&lt;br&gt;<strong>Boundaries in Counseling &amp; Therapy</strong>&lt;br&gt;<strong>Sexual Issues &amp; Reasonable Prudence</strong></td>
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### Course Schedule (cont)

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assign. Due</th>
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<tbody>
<tr>
<td>Wed, Jan 27</td>
<td><strong>Referral &amp; Termination</strong></td>
<td><strong>Guest Lecturer:</strong> Professor Cook</td>
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<td></td>
<td><strong>Counseling Identity</strong></td>
<td>Corey et al., (2014) Ch. 2, 7-8</td>
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<td>- Being a Professional in Profession</td>
<td>Sanders, (2013) Ch. 6, 14-16</td>
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<td></td>
<td>- Professional Development &amp; CE</td>
<td><strong>Case Presentations Due</strong></td>
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<td></td>
<td>- Research on Christian Counseling</td>
<td>(submit ppt by 10 pm 1/27)</td>
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<td><strong>Counselor as a Person</strong></td>
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<td><strong>Counselor vs. Lay Counselor vs. Pastoral Counselor</strong></td>
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<td><strong>Multiple Relationships</strong></td>
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<td></td>
<td><strong>Case Study Presentations</strong></td>
<td><strong>Case Presentations Due</strong></td>
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<td></td>
<td>- Demonstration Application Ethical &amp; Legal Standards</td>
<td>(submit ppt by 10 pm 1/28)</td>
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<tr>
<td>Thur, Jan 28</td>
<td><strong>Case Study Presentations</strong></td>
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<td></td>
<td>- Demonstration Application Ethical &amp; Legal Standards</td>
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<td>Fri, Jan 29</td>
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<tr>
<td>March 18</td>
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<td><strong>Self-Care Plan Due</strong></td>
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<td>April 16</td>
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<td><strong>Required Reading Due</strong></td>
</tr>
<tr>
<td>April 30</td>
<td></td>
<td><strong>Final Paper Due</strong></td>
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<tr>
<td>May 13</td>
<td></td>
<td><strong>Final Exam Due</strong></td>
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</tbody>
</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 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.
BIBLIOGRAPHY


Accelerated Development.
http://www.division42.org/1Pfiles/Winter08/practitioners/self-care.php
http://www.sfpa.net/newsletters/SFPA04-July.pdf
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.