

Syllabus for
GCSL 623—Ethics and Professional Issues in Counseling
3 Credit Hours
Fall 2012

I. COURSE DESCRIPTION

A study of the ethics, values, and litigation that affect the counseling field and professionals. Examines the role of the professional counselor.
Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the student to gain knowledge regarding Christian and professional ethics in the practice of Christian counseling. Such knowledge is intended to foster a commitment to the sound ethical practice of the counseling profession.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Discuss the professional codes of ethics of the Association for Counseling and Development.
- B. Discuss the importance of integrating Christian principles and professional guidelines into the practice of counseling.
- C. Discuss information regarding the essential ethical components that give rise to sound ethics and professional practice.
- D. Explain and discuss the problems of confidentiality, individual rights, and dual relationships.
- E. Demonstrate knowledge of professional codes of ethics and the ability to apply those codes to ethical dilemmas.

IV. TEXTBOOKS AND OTHER LEARNING MATERIALS

A. Required Materials

1. Textbooks

Welfel, E. R. *Ethics in Counseling and Psychotherapy*. 5TH ed. Belmont, CA: Brooks/Cole, 2013. ISBN: 9780840028587

Sanders, R. K. *Christian Counseling Ethics: A Handbook for Therapists, Pastors and Counselors*. Downers Grove, IL: InterVarsity, 1997. ISBN: 9780830818921

Zukerman, E. L. *The Paper Office: Forms, Guidelines, and Resources to Make Your Practice Work Ethically, Legally, and Profitably*. 4th ed. New York: Guilford, 2008. ISBN: 9781593858353

2. Other
None

B. Optional Materials

1. Textbooks
None
2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Personal Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School of Theology and Ministry Policies and Procedures

1. **Completion of Assignments**

Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due**

date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays. All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

2. **Incompletes**

- a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
- b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the School of Theology and Ministry. Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**

- a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
- b. A Petition for Late Examination must be submitted to the academic dean's office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)
- c. Students taking late exams should expect alternate versions of the original exams.
- d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The Official Attendance Policy for the Graduate School of Theology and Ministry is as follows:

- a. If the class meets three times a week:
 - i. Missing of 6 class sessions results in a grade reduction of one letter grade.
 - ii. Missing 8 class sessions results in a grade reduction of two letter grades.
 - iii. Missing 12 class sessions automatically results in a grade of F.
- b. If the class meets twice a week:
 - i. Missing of 4 class sessions results in a grade reduction of one letter grade.
 - ii. Missing 6 class sessions results in a grade reduction of two letter grades.
 - iii. Missing 8 class sessions automatically results in a grade of F.
- c. If the class meets once a week:
 - i. Missing 2 class sessions results in a grade reduction of one letter grade.
 - ii. Missing 3 class sessions results in a grade reduction of two letter grades.

- iii. Missing 4 class sessions automatically results in a grade of F.
- d. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
- e. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
- f. Students are expected to be prompt for classes.
- g. Students are expected to remain for the entire class session.
- h. Leaving early without permission constitutes an absence.
- 4. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.

C. Course Policies and Procedures

1. Evaluation Procedures

Class Presentation	100 points
Midterm Exam	100 points
Final Exam	100 points
Brochure Assignment	<u>100 points</u>
Total	400 points

Grading Scale:

A=360-400 pts.

B=320-359 pts.

C=280-319 pts.

D=240-279 pts.

F=239 pts. and below

2. Whole Personal Assessment Requirements

- a. All students entering the seminary are required to enroll in PRF 059 ePortfolio: Whole Personal Assessment, which provides specific training to develop the skills needed to create and ePortfolio.
- b. WPA requirements for this course:
 - (1) The Class Presentation for GCSL 623 must be uploaded to the student's ePortfolio.
 - (2) The Class Presentation for GCSL 623 is a required artifact for the M.A. Christian Counseling degree program.

3. Other Policies and/or Procedures

- a. For the class presentation, each student selects a partner and a case study and presents it together to the class. The presentation should identify the ethical concerns in the case and discuss how they should be ethically addressed.
- b. Using the guidelines provided in Zuckerman's text, create a *Client Information Brochure* that informs potential clients of the student's services and other relevant information. Students should be thorough and creative.

VI. COURSE CALENDAR

Week		Assignment
1	Introduction and Over	Sanders chs. 4, 9
2	Psychology and Philosophy for Ethical Practice Ethics, Laws, and Morality	Welfel ch. 1 Sanders chs. 1 – 2
3	Models for Ethical Practice	Welfel ch. 2 Sanders ch. 18, ACA Handout
4	Multiculturalism and Counseling Ethics	Welfel ch. 3
5	Competence to Practice	Welfel ch. 4 Sanders ch. 4
6	Confidentiality: Client's Right to Privacy	Welfel ch. 5 Sanders ch. 3 Welfel ch. 6
7	EXAM 1	
8	Sexual Contact with Clients: Violations of Power and Trust	Welfel ch. 7
9	Non-Sexual Multiple Relationships and Boundary Issues The Homosexual Client, HIV, and Confidentiality	Welfel ch. 8 Sanders pp. 53-56 Sanders ch. 9
10	Record Keeping and Documentation	Zukerman, chs. 1, 4-7
11	Business Ethics in Mental Health Service	Sanders ch. 3 Zuckerman, ch. 2 Handout
12	Spirituality and Counseling: Ethical Considerations The Child Client and Suspected Abuse in the Church	Handout Sanders ch. 10
	BROCHURE DUE	
13	Interventions with Groups, Couples, and Families	Welfel, ch. 9
14	The Ethics of Assessments: Using Fair Procedures Reporting Misconduct; Supervision and Consultation	Welfel, chs. 10-11
15	The Professional School Counselor The Ethics of Supervision and Consultation	Welfel chs. 13-14
16	FINAL EXAM	

**Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry**

M. A. Christian Counseling

GCSL 623 Ethics and Professional Issues in Counseling

Dr. Sandra Richardson, Instructor

Fall 2012

This course contributes to student learning outcomes for the M.A. Christian Counseling degree as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
Theology/Philosophy of Counseling				
Develop a cohesive theology of counseling with theological reflection on the counseling process, emphasizing Spirit-directed change.				X
Assessment Techniques				
Exhibit skill in selecting, administering, scoring, interpreting, and reporting the results from various assessment instruments.				X
Clinical/Theoretical Diagnostic Appraisal				
Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.				X
Treatment Plans in Response to Diagnosis				
Display the ability to develop relevant treatment plans in response to specific diagnoses, and the skill to implement them in the context of a therapeutic relationship.				X
Research Skills and Methodologies				
Demonstrate basic research skills and methodologies through critiquing research findings and evaluating ESTs.				X
Professional Code of Ethics				
Demonstrate knowledge of professional codes of ethics and the ability to apply those codes to ethical dilemmas.	X			