Syllabus for
GCSL 650—Professional Ethics in Counseling
3 Credit Hours
Spring 2015

I.   COURSE DESCRIPTION

A study of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. Various models of ethical decision making are discussed as well as the ethical standards from the ACA and AAMFT. Examines the role of the professional counselor.
Prerequisites: GCSL 517 or GCSL 518

II.   COURSE GOALS

The purpose of this course is to enable the student to gain knowledge and understanding regarding Christian and professional ethics and legal consideration in the practice of Christian individual, marriage, couple, and family 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 American Counseling Association and the American Association of Marital and Family Therapists.

B.   Conceptualize how various ethical dilemmas are addressed utilizing ethical decision making models.

C.   Demonstrate knowledge of professional codes of ethics and the ability to apply those codes to ethical dilemmas.

D.   Discuss the importance of integrating Christian principles and professional guidelines into the practice of counseling.

E.   Discuss information regarding moral principles and the essential ethical components that give rise to sound ethics and professional practice.

F.   Explain and discuss the various ethical and legal issues pertaining to confidentiality, competence, informed consent, multiculturalism, individual rights, and multiple relationships.

IV.   TEXTBOOKS AND OTHER LEARNING MATERIALS

A.   Required Materials
1.   Textbooks
Sanders, R. K. *Christian Counseling Ethics: A Handbook for Therapists, Pastors and Counselors.* 2nd ed. Downers Grove, IL: InterVarsity, 2013.
ISBN: 978-0830839940

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

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 administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

    a.   Students will receive one letter grade reduction after missing more than two weeks of classes.

    b.   Students who miss more than one month of classes will fail the course.

  c. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**

  d. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.

  e. Students are expected to be prompt for classes.

  f. Students are expected to remain for the entire class session.

  g. Leaving early without permission constitutes an absence.

5. 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	100 points
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) All students, regardless of degree program, must submit the Class Presentation for GCSL 623 to the course professor on ePortfolio, on the same date the assignment is also due in class.

   (2) Failure to correctly submit designated artifact assignments on time to the course professor on ePortfolio will result in an Incomplete grade for the course. When a student submits the missing artifact to the professor on ePortfolio, he or she may fill out a Change of Grade Request with all relevant information and submit it to the course professor for approval and final grade change.

 3. Other Policies and/or Procedures

  a. For the **class presentation**, each student selects a case study and presents it to the class. The presentation should identify the ethical concerns in the case and discuss how they should be ethically addressed. Include the ethical codes, case laws, and legal requirements relevant to the case. Incorporate moral principles and virtues that pertain to the case. Identify how the model enables them to conceptualize the case when deciding how to respond.

Address the relevant discussion questions at the end of the case description. Describe any distinctions that a Christian approach to ethics would want to consider.

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 needed to serve as a means of informed consent. Include information that would allow the brochure to also be used for marketing purposes for a hypothetical counseling practice that the student might imagine themselves in the future Students should be thorough and creative.

VI.   COURSE CALENDAR

Week	Topic	Assignment
1	Introduction and Over	Sanders ch. 1
2	Psychology and Philosophy for Ethical Practice Ethics, Laws, and Morality	Welfel ch. 1 Sanders chs. 2
3	Models for Ethical Practice	Welfel ch. 2 Sanders ch 21, ACA handout
4	Multiculturalism and Counseling Ethics	Welfel ch. 3 Sanders ch. 12
5	Competence to Practice	Welfel ch. 4 Sanders ch. 3
6	Confidentiality: Client's Right to Privacy	Welfel ch. 5 Sanders ch. 4
7	Informed Consent	Welfel ch 6; Zuckerman ch. 4
8	**EXAM 1**	
9	Sexual Contact with Clients: Violations of Power & Trust	Welfel ch. 7; Sanders 5
10	Non-Sexual Multiple Relationships & Boundary Issues The Sexual Minority Client	Welfel ch. 8 Sanders ch. 6 Sanders ch. 10, Handouts
11	Record Keeping and Documentation Business Ethics in Mental Health Service Internet Counseling: Legal & Ethical Issues in Social Media	Zuckerman, chs. 1, 4-7 Sanders ch. 13 Zukerman, ch. 2 Handout
12	Spirituality and Counseling: Ethical Considerations Pastors Who Counsel The Child Client and Suspected Abuse **BROUCHURE DUE**	Handout Sanders ch. 14 Sanders ch. 8
13	Interventions with Groups, Couples and Families	Welfel, ch. 9; Sanders 7
14	The Ethics of Assessments: Using Fair Procedures Reporting Misconduct; Supervision & Consultation	Welfel, ch. 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 650 Professional Ethics in Counseling   **Dr. Sandra Richardson, Instructor**

Spring 2015

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**			