

Syllabus for  
**GCSL 580 - PROFESSIONAL ISSUES IN COUNSELING**  
**Weekend Format: Aug. 28-29; Sept. 25-26; Oct. 30-31, 2015**  
**3 Credit Hours**  
Fall 2015

**I. COURSE DESCRIPTION**

Introduces students to the issues and responsibilities facing professional counselors. Professional roles and functions, self-care strategies, inter-agency collaboration, and advocacy processes necessary for client success will be covered. In addition, models, practices and processes of counselor supervision, and professional credentialing will be provided.

Prerequisites: None

**II. COURSE GOALS**

The purpose of this class is to enable students to do the following:

- A. When asked, explain the history and philosophy of the counseling profession, as well as the process and procedures associated with professional credentialing.
- B. Work as part of an interdisciplinary mental health team with full awareness of the role of the professional counselor as an advocate for the profession.
- C. Join a professional counseling organization as a student member of that profession and participate in professional development activities offered locally.
- D. Understand wellness and prevention as desired goals and demonstrate self-care while immersed in the rigors of a graduate education.
- E. Identify models, practices, and processes of supervision, by selecting a supervisory model that seems compatible with the students' counseling interests and individual preferences.

**III. STUDENT LEARNING OUTCOMES**

Upon successful completion of this course, the student will:

- A. Demonstrate knowledge of the process and procedures required of the counseling profession licensing process. (Final Exam)
- B. Advocate to overcome the barriers that hinder access, equity, and success for all clients. (Research Paper)
- C. Join a professional organization specific to his or her counseling interest, and attend continuing education events offered by that association. (Professional Organization Assignment)
- D. Utilize self-care strategies as needed to manage stress. (Final Exam)
- E. Demonstrate knowledge of a supervision model that suits the student's unique interests and preferences. (Final Exam)

#### IV. TEXTBOOKS AND OTHER LEARNING MATERIALS

##### Required Materials

##### 1. Textbooks

Sangganjanavanich, V., & Reynolds, C. (2015). *Introduction to Professional Counseling*. Thousand Oaks: Sage.

Corey, G., Haynes R., Moulton P., Muratori, M. (2010). *Clinical supervision in the helping professions: A practical guide*. American Counseling Association. Alexandria, VA.

##### 2. Other None

##### 3. Optional Materials

Other  
None

#### II. POLICIES AND PROCEDURES

##### 3. 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 Person 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.
4. Graduate 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 Graduate 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](http://www.studentresources.oru.edu).

B. Course Policies and Procedures

1. Evaluation Procedures
  - a. Grading:
 

Professional Organization Assignment	100 points
Research Paper	100 points
Final Examination	<u>100 points</u>
Total	300 points
  
  - b. Grading Scale:
    - A= 270 – 300 pts.
    - B= 240 – 269 pts.
    - C= 210 – 239 pts.
    - D= 180 – 209 pts.
    - F= 179 pts. – and below
  
2. Whole Person Assessment Requirements
  - a. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop skills needed to create an ePortfolio.
  - b. WPA requirements for this course:
    - (1) None: There are no ePortfolio artifacts required for this course.

3. Other Policies and/or Procedures

- a. **Professional Organization Assignment:** Each student selects and writes a 6-7 page paper about two (2) professional organizations in the mental health profession. Choose one (1) secular organization and one (1) Christian organization to explore (e.g. ACA, CAPS, AAMFT, AAPC, APA, NCCA etc.). Compare these organizations and reflect upon any philosophical perspectives that support or conflict with a Christian worldview. Thoroughly explore and reflect upon the history of the organizations, their mission, purpose, and functions. Include the membership requirements, benefits offered, journals or other publications offered, activities and services provided to its members and/or the community etc. Identify the current issues this organization sees that are affecting the counseling field today (trends, client concerns, laws, regulations etc.). Include any relevant information that will be helpful in fully identifying and describing this organization and its value to the counseling field. APA format required.
- b. **Research Paper:** Each student is to identify and select a specific issue relevant to advocate for the counseling profession in order to address institutional and social barriers that impede access, equity, and success for clients. Write an 8-10 page research paper thoroughly identifying the problem and specific issue, its relevance, and the impact this barrier has on clients and how it can benefit the counseling profession. Clearly identify ways the research literature suggests counselors can advocate for the clients facing these issues. APA format required. A minimum of 8 references is required for this assignment.

## VI. COURSE CALENDAR

### Weekend Format

### Assignment

- |    |  |   |
|----|--|---|
| 1  | Introduction and Overview  | Sangganjanavanich & Reynolds<br>ch. 1                               |
| 2  | History and Philosophy of the Counseling Profession  | Sangganjanavanich & Reynolds<br>ch. 2; Handout – Capuzzi &<br>Gross |
| 3  | Professional Roles, Function, & Consultation<br>Professional Settings and Career Choices       | Sangganjanavanich & Reynolds<br>ch. 3 & 4                           |
| 4  | Multiculturalism and Social Justice in Counseling<br>Professional Organizations and Membership | Sangganjanavanich & Reynolds<br>ch. 6 & 10                          |
| 5  | Advocacy for Professional Counseling   | Sangganjanavanich & Reynolds<br>ch. 12                              |
| 6  | Counselor Supervision  | Sangganjanavanich & Reynolds<br>ch. 7; Corey et. al. ch 1           |
| 7  | Roles & Responsibilities of Supervisors<br>The Supervisory Relationship                        | Corey et. al. ch. 2 & 3   |
| 8  | Models of Supervision  | Corey et. al. ch. 4   |
| 9  | Methods of Supervision<br>Becoming and Effective Supervisor                                    | Corey et. al. ch. 5, 11   |
| 10 | Ethical Issues & Multiple Relationships in Supervision   | Corey et. al. ch. 7   |
| 11 | Wellness & Self-Care for Professional Counselors   | Sangganjanavanich & Reynolds<br>ch. 9; handout – Capuzzi & Gross    |
| 12 | Professional Credentialing   | Sangganjanavanich & Reynolds<br>ch. 11                              |
| 13 | Steps Toward Professional Licensing and Credentialing  | LMFT Acts & Regulations<br>LPC Acts & Regulations                   |
| 14 | State and National Licensing and Exams   |   |
| 15 | Applying for Licensure: The Process  | Online Resources  |

### FINAL EXAM

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

**Master of Arts in Christian Counseling  
GCSL 580—Professional Issues in Counseling      Dr. Sandra Richardson, Instructor  
Fall 2015**

This course contributes to student learning outcomes for the Master of Arts in 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
<b>1</b>	<b>Theology/Philosophy of Counseling</b>			
Develop a cohesive theology of counseling with theological reflection on the complexities of the counseling process, emphasizing Spirit-directed change.				<b>X</b>
<b>2</b>	<b>Assessment Techniques</b>			
Exhibit skill in selecting, administering, scoring, interpreting, and reporting the results from various assessment instruments.				<b>X</b>
<b>3</b>	<b>Clinical/Theoretical Diagnostic Appraisal</b>			
Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.				<b>X</b>
<b>4</b>	<b>Treatment Plans in Response to Diagnosis</b>			
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.				<b>X</b>
<b>5</b>	<b>Research Skills and Methodologies</b>			
Demonstrate basic research skills and methodologies through critiquing research findings and evaluating ESTs.				<b>X</b>
<b>6</b>	<b>Professional Code of Ethics</b>			
Demonstrate knowledge of professional codes of ethics and the ability to apply those codes to ethical dilemmas.			<b>X</b>	