

# EVANGEL

U N I V E R S I T Y

A CHRISTIAN LEARNING-CENTERED UNIVERSITY

## Master of Science in Counseling

### COU 521: Professional Orientation and Ethics 3 Credits

**University Mission Statement:**

*Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.*

**Counseling Program Mission Statement:**

*The Evangel University Counseling Program trains graduate students to become professional counselors who integrate their Christian faith while providing holistic and ethical counseling services to diverse individuals and groups across the lifespan.*

**Bible Verse:**

2 Timothy 3:16-17 (NIV) <sup>16</sup> All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, <sup>17</sup> so that the servant of God may be thoroughly equipped for every good work.

**Teaching Philosophy and Methods**

This course will include: readings and discussions of textbook and articles; analysis of case studies; completion of quizzes; student presentation emphasizing ethical codes; and final exam.

**Course Catalogue Description:**

This course is an introduction to the field of counseling/therapy and focuses on the topics of ethics, professionalism, legal issues and responsibilities in the field of counseling.

**Required Text(s):****For school counselors:**

Stone, C. (2013). School counseling principles: Ethics and law (3rd ed.). Alexandria, VA: American School Counselor Association. ISBN: 978-1-929289-41-7.

For school counselors (cont'd)

**For clinical counselors:**

Corey, G., Corey, M., Corey, C., & Callanan, P. (2015). Issues and Ethics in the Helping Profession (9<sup>th</sup> ed.). Stamford, CT: Brooks/Cole Cengage Learning. ISBN: 978-1-305-38945-8.

**For all students:**

American School Counselor Association (2016). Ethical standards for school counselors. Alexandria, VA: Author. May be retrieved (free) at:

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

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American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author.

\*Download a free copy of the Code at: [www.counseling.org](http://www.counseling.org)

**Course Objectives:** The objectives listed meet MoSPE Standards I.B and I.C.

| <b>2016 CACREP STANDARD</b> | <b>OBJECTIVE</b>   | <b>LEARNING EXPERIENCE</b>  | <b>ASSESSMENT</b>   |
|-----------------------------|--|---|---|
| <b>2.F.1.b</b>              | the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation | Reading, lecture, in-class activities and presentations, class discussion | Quiz, reflection, presentation, exam  |
| <b>2.F.1.c</b>              | counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams  | Reading, lecture, in-class activities and presentations, class discussion | Quiz, reflection, presentation, exam  |
| <b>2.F.1.d</b>              | the role and process of the professional counselor advocating on behalf of the profession  | Reading, lecture, in-class activities and presentations, class discussion | Quiz, reflection, presentation, advocacy project, exam                          |
| <b>2.F.1.e</b>              | advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients   | Reading, lecture, in-class activities and presentations, class discussion | Quiz, reflection, presentation, exam  |
| <b>2.F.1.f</b>              | professional counseling organizations, including membership benefits, activities, services to  | Reading, lecture, in-class activities and presentations, class discussion | Quiz, reflection, presentation, exam, professional membership, discussion board |

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|                |  |   |                                      |
|----------------|--|---|--------------------------------------|
|                | members, and current issues  |   |                                      |
| <b>2.F.1.i</b> | ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling | Reading, lecture, in-class activities and presentations, class discussion | Quiz, reflection, presentation, exam |
| <b>2.F.1.j</b> | technology's impact on the counseling profession   | Reading, lecture, in-class activities and presentations, class discussion | Quiz, reflection, presentation, exam |
| <b>2.F.1.k</b> | strategies for personal and professional self-evaluation and implications for practice   | Reading, lecture, in-class activities and presentations, class discussion | Quiz, reflection, presentation, exam |
| <b>2.F.1.l</b> | self-care strategies appropriate to the counselor role   | Reading, lecture, in-class activities and presentations, class discussion | Quiz, reflection, presentation, exam |
| <b>2.F.1.m</b> | the role of counseling supervision in the profession   | Reading, lecture, in-class activities and presentations, class discussion | Quiz, reflection, presentation, exam |
| <b>2.F.5.d</b> | ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships  | Reading, lecture, in-class activities and presentations, class discussion | Quiz, reflection, presentation, exam |
| <b>2.F.5.j</b> | evidence-based counseling strategies and techniques for prevention and intervention  | Reading, lecture, in-class activities and presentations, class discussion | Quiz, reflection, presentation, exam |

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|                |  |   |   |
|----------------|--|---|---|
|                |  |   |   |
| <b>2.F.5.n</b> | processes for aiding students in developing a personal model of counseling   | Reading, lecture, in-class activities and presentations, class discussion | Self-assessment quiz, reflection, presentation, exam. |
| <b>2.F.6.m</b> | ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results                    | Reading, lecture, in-class activities and presentations, class discussion | Quiz, reflection, presentation, exam                  |
| <b>2.F.8.j</b> | ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation | Reading, lecture, in-class activities and presentations, class discussion | Quiz, reflection, presentation, exam                  |
| <b>2.F.7.d</b> | Procedures for identifying trauma and abuse and for reporting abuse  | Mandated reporter training  | Reflection  |

**Grading Scale:**

|           |                 |           |                      |
|-----------|-----------------|-----------|----------------------|
| <b>A</b>  | <b>94 -100%</b> | <b>B-</b> | <b>80 – 82%</b>      |
| <b>A-</b> | <b>90 – 93%</b> | <b>C+</b> | <b>77 – 79%</b>      |
| <b>B+</b> | <b>87 - 89%</b> | <b>C</b>  | <b>73 - 76%</b>      |
| <b>B</b>  | <b>83 – 86%</b> | <b>F</b>  | <b>Less than 73%</b> |

**\*An “A” grade will only be awarded to individuals who earn 94% of total points available plus no more than a single absence.**

|  |                        |                   |
|--|------------------------|-------------------|
| <b>Course Assignments:</b> Please see assignment details in Course Commons |                        |                   |
| <b>Assignment</b>  | <b>Points Possible</b> | <b>% of Grade</b> |
| Weekly quizzes (1/23-4/24)   | 10 per quiz; 130 total | 29%               |
| Student Presentation   | 80                     | 18%               |
| Participation & Leadership/Attendance                                      | 70                     | 15%               |
| Exams (2)  | 50 each; 100 total     | 22%               |
| Advocacy Project and discussion board                                      | 50 total               | 11%               |
| Professional membership discussion board                                   | 25                     | 5%                |
| <b>Total Points</b>  | <b>455</b>             | <b>100%</b>       |

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| <b>Tentative Course Schedule:</b> |   |  |   |
|-----------------------------------|---|--|---|
| <i>Date</i>                       | ACA/ASCA Codes  | <i>Lecture/ Activity and Reading</i>   |   |
|                                   |   | School Counselors  | Clinical Mental Health  |
|                                   | Student Presentation Topics (See assignment instructions and rubric in CANVAS.) | Stone, C. (2013). <i>School Counseling Principles: Ethics and Law</i> (3rd ed.). Alexandria, VA: American School Counseling Association. | Corey, G., Corey, M., Corey, C. & Callanan, P. (2011). <i>Issues and Ethics in the Helping Professions</i> (9th ed.). Stamford, CT: Cengage Learning. |
| Week 1                            | MLK Holiday   | Lesson in CANVAS Intro & Chapter 1   | Lesson in CANVAS-Intro & Chapter 1  |
| Week 2                            | ACA Preamble, Purpose A.1-A.3   | Ch. 2-Professionalism  | Ch. 2-The Counselor as a Person & Professional  |
| Week 3                            | ASCA Preamble, A.1 & A.2  | Ch. 3-Cyberspace   | Ch. 3-Values & the Helping Relationship   |
| Week 4                            | ACA A.4-A.6   | Ch. 4-FERPA  | Ch. 4-Multicultural Perspectives & Diversity  |
| Week 5                            | ASCA A.3-A.9  | Ch. 5-Negligence   | Ch. 5-Client Rights & Counselor Responsibility  |
| Week 6                            | ACA A.7-B.5   | Ch. 6-Obligations to the Court   | Ch. 6-Confidentiality: Ethical & Legal Issues   |
| Week 7                            | ASCA A.10-B.1   | Ch. 7-Child Abuse  | Ch. 7-Boundaries & Multiple Relationships   |
| Week 8                            | ACA B.6-C.5   | Ch. 8-Individual & Group Counseling  | Ch. 8-Professional Competence & Training  |
| Week 9                            | No Class  | Spring Break   | Spring Break  |
| Week 10                           | ASCA B.2-F  | Ch. 9-Sexually Active Students   | Ch. 9-Ethical Issues in Supervision   |
| Week 11                           | ACA C.5-E.6   | Ch. 10-LGBTQ Students  | Ch. 10-Issues in Theory & Practice  |
| Week 12                           | ACA E.7-F.5   | Ch. 11-Sexual Harassment   | Ch. 11-Couples & Family Therapy   |
| Week 13                           | ACA F.6-F.11  | Ch. 12-Bullying, Cyberbullying and Sexting   | CH. 12-Group Work   |
| Week 14                           | ACA G   | Ch. 13/Violence & Criminal Activity  | Ch. 13-Community & Social Justice Perspectives  |
| Week 15                           | ACA H-I   | Ch. 14-The Ethics of Advocacy  | Current Court Cases & Legal Issues Research   |
| Week 16                           | FINAL EXAM  | FINAL EXAM/Mandated Reporter Training  | FINAL EXAM/Mandated Reporter Training   |

## **EU Academic and Counseling Program Policies**

### **Academic Integrity Policy**

Students are expected to maintain high levels of academic honesty as people of Christ. By virtue of your integrity, you signify that all work submitted is your original work completed by you. Submitting someone else's work as your own (without proper citations, identifying particular research) is dishonest and is not congruent with a Christian life. Furthermore, the use of published study guides, solution manuals, or test banks not offered by the text's publisher will be deemed cheating. If you have questions as to the legitimacy of a study resource, consult your course professor. The program faculty and coordinator will handle incidents of academic dishonesty (plagiarism and cheating). If warranted, offenses will be reported to the Academic Affairs and the Student Development divisions. Consequences may include but not limited to grade adjustment, academic probation, withdrawal of candidacy, or dismissal. Please see the Graduate Studies catalog:

<http://web.evangel.edu/apps/mastercatalog/view/view.asp?CatalogID=2&Section=36>

### **Attendance Policy**

Students are asked to participate in class, volunteer for demonstrations, and come to class fully prepared. As this course only meets once a week, attendance at all sessions is critical. In order to maintain in good standing, a student must attend 75% of the scheduled class time. Students missing more than 3 classes will be dropped from the class. Students who miss class because of illness, participation in authorized co-curricular activities, or for other unavoidable reasons will be given the opportunity to complete missed assignments or the equivalent. Students who miss class for other reasons may only make up work at the discretion of the individual instructor as stated in the course syllabus.

### **Disability Accommodations**

Evangel University is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of the Rehabilitation Act of 1973. If you think you may qualify for accommodations, notify me as soon as possible. You will be required to have appropriate documentation on file with Academic Support in the Center for Student Success (Zimmerman Hall 208).

Note: If you are disabled or are attending college under extenuating circumstances and require special consideration, ***it is your obligation to notify your instructor*** before the end of the first week of classes. If we do not hear from you, we assume you do not need special consideration. See the following for more information:

<http://web.evangel.edu/community/?p=ASC&i=1437&t>

### **Policy Regarding Electronic Devices In Class**

The use of electronic devices in the classroom is intended to enhance the learning experience for you and your classmates. Any use of technology that substantially degrades the learning environment, distracts you and/or your classmates, promotes dishonesty or illegal activities is

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prohibited. Be sensitive to this temptation to mentally leave the class using your device. It is recommended that cellular phones be silenced during class.

### **Course Commons (Canvas):**

This course will be conducted through the CANVAS LMS (learning management system) generally referred to as *Course Commons*. All information needed to access and interact with the LMS can be found on the CANVAS login page using the link <https://courses.Evangel.edu>. Course content (example: PPTs, Projects, data, Assignment details, etc.) will be located within modules at the course site. The course calendar will also direct students to the assignments.

**Access to Canvas Before the Class Begins.** Students who have academically registered will have access to CANVAS and this course seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, CANVAS access will be revoked and all submitted work will be lost. When financial registration is then completed, CANVAS access will be granted, again. Make-up work for items lost will be at the discretion of the professor. Please contact the Registrar's office with questions about your registration status: (417) 865-2815 x7203.

**Access to *Course Commons* After the Class Ends.** At the end of a semester, students will have access to *Course Commons* for seven (7) days after the last official day of class. After the seven (7) days, students will not have access to the course or *Course Commons* until next semester's financial registration is complete. If you have questions about work submitted after course access is withdrawn, please contact the instructor directly.

### **Statement Regarding Risks and Benefits of Counselor Education**

Pursuing a graduate education in counseling can facilitate meaningful professional and personal growth opportunities via insight and increased awareness. Nevertheless, material covered in any counseling course, various experiential exercises, assignments, and/or field based experiences, may facilitate intense, negative, and even emotionally overwhelming responses. Consequently, such responses may inhibit the student's functioning, academic performance, and fit for field work. Students are encouraged to be candid about the impact of such experiences and address any concerns about present functioning with their instructor. If an instructor or staff member (in conjunction with the Program Coordinator) observes evidence of problematic functioning, he/she will bring it to the student's attention. Students may be advised in one or more of the following directions:

1. Enter personal counseling while remaining in the program and report back to their Academic Advisor or Program Coordinator.
2. Take a leave of absence from the program, with conditions specified by the program.
3. Follow a remediation plan that may include additional coursework or supervisory experiences.
4. Withdraw from the program.

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The intent of the above directives is to help students address and resolve psychological material that may impact their future work as mental health care providers. Final determinations for continued progression through the Counseling program will be at the sole discretion of the program faculty and will be made with the utmost care and student's best interest in mind.

Any decision regarding a student's matriculation through the program may be appealed by following procedures in the *Student Handbook*.

SAMPLE