



COUN6303  
Ethical, Legal, and Professional Issues in Counseling  
New Orleans Baptist Theological Seminary  
Church & Community Ministries Division  
Fall 2017

Kristyn S. Carver, Ph.D, LPC-S  
Professor of Psychology & Counseling  
3939 Gentilly Blvd.  
New Orleans, LA 70126  
(504) 282-4455, ext. 3743  
[kcarver@nobts.edu](mailto:kcarver@nobts.edu)

Jeffrey Riley, Ph.D  
Professor of Ethics  
3939 Gentilly Blvd.  
New Orleans, LA 70126  
(504) 816-8017  
[Jriley@nobts.edu](mailto:Jriley@nobts.edu)

Grader: Myles Schutte  
Email: [myles\\_schutte@alumni.baylor.edu](mailto:myles_schutte@alumni.baylor.edu)

### **Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

### **Mission Statement of the Counseling Program (CACREP I.N, II.A)**

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

### **Core Value Focus**

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Servant Leadership.

### **Curriculum Competencies**

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Spiritual and Character Formation, Christian & Theological Heritage, and Interpersonal Skills.

### **Syllabus Distribution (CACREP II.D)**

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

### **Course Description (CACREP II.D.1)**

This course is designed to address ethical, legal and practical issues relevant to the practice of professional counseling. The first half of the course will address the following professional

counseling topics: Developing personal Ethics; Licensure and certification (LPC, NBCC, AAMFT); legal matters and potential liabilities; practice management; and the emotional, spiritual, and practical concerns of the practicing Christian counselor. The second half of the course is designed to teach a process of ethical decision making to help increase a student's awareness of ethical practice. Students will examine the code of ethics statements of the American Association of Marriage and Family Therapy, Louisiana Licensed Professional Counselors Board of Examiners, and the American Psychology Association. Role-plays and CD-ROM segments will be utilized to gain an experiential understanding regarding ethical responses to topics such as boundaries issues, moral issues, dual relationships, confidentiality, financial matters, termination processes, and duty to report and warn.

### **Student Learning Outcomes (CACREP II.D.2)**

Upon completion of this course, the student will

- 1) become familiar with issues related certification and licensure;
- 2) be aware of prominent legal issues involved in counseling and ways to minimize legal liabilities;
- 3) become familiar with the practical administrative issues involved in practice management, including the various forms that are required to function in an ethical and efficient manner;
- 4) identify and develop their own approach to fee assessment and practice management that reflects a health consideration of ministerial, therapeutic, and practical needs and objectives;
- 5) formulate their own position on selected ethical and professional issues in counseling;
- 6) become thoroughly familiar with the ethical codes and standards of the major mental health professional; and
- 7) understand and apply the eight steps in making ethical decisions as outlined in the reading.

### **The Embedded Assignment**

*This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment in accordance with the syllabus and this rubric.*

Personal essays on selected ethical issues: One paper is to be submitted. The paper will consist of an essay designed to answer one central ethical question. The paper should reflect the results of personal study, research, and thoughts related to given ethical and professional issues. The essay is to be 6 - 8 pages in length, double spaced, and typed in APA format. Students should avoid writing in first person. Students are to select a question that is personally challenging and will help the student think through the ethical/legal/professional issue related to counseling. The essay should demonstrate the students has narrowed down a question to a clear focus, that taken a definite position, developed it fully, and given logical reasons for the perspectives. Reasoning should be supported by ethical codes and research. The chosen topic should not have a straightforward answer that can be found in the codes of ethics, but must be an actual dilemma where the codes of ethics are vague in the matter.

An example of a question on which to build an essay would include: “The codes of conduct endorsed by AAMFT state that the therapist’s task is to advance the welfare of the family (client). If the client is not achieving the stated goals for therapy yet states she wants to remain in therapy anyway, how does the therapist determine if the client’s welfare is being advanced and justify maintaining a professional helping relationship with this client?”

To write an outstanding paper, you will need to show evidence that you have read the relevant material in the textbook and that you have done supplementary reading on each issue in question (see journal articles, or chapters from books listed at the end of the chapters in your textbook). Your paper needs to have at least 4-6 scholastic sources (The Bible does not count). You may wish to consider selecting topics that you are struggling with or have experience with in your work/life. The papers should help you to develop your own positions on these issues and demonstrate the ability to back these views with supporting evidence.

This is a THOUGHT PAPER and not merely a summary of information paper. Take a SPECIFIC position, show why you take such a position, and then develop your own viewpoints by giving reasons for the statements you make. The paper should be designed to specifically interact with the 8 Steps in Ethical Decision Making listed in your textbook.

Extra credit will be given if the student uses the NOBTS Writing Center’s “The Wright Stuff” to proof their paper before submitting it. Read below under course policies for more information.

**(All papers are to utilize APA form and style)**

#### **Textbooks (CACREP II.D.4)**

AAMFT, *Legal Guidelines for Family Therapists with Selected Ethical Opinions*.  
<http://www.aamft.org/imispublic/core/orders/product.aspx?catid=2&prodid=118>  
(reading report)

Corey, G., M. Corey, and P. Callahan. *Issues and Ethics in the Helping Professions* (9<sup>th</sup> ed.) Pacific Grove, CA: Brooks/Cole, 2014.

Corey, G., M. Corey, and R. Haynes. *Ethics in Action* DVD and Workbook bundle  
Pacific Grove, CA: Brooks/Cole. ISBN 9781285850337.

Sanders, R. K., *Christian Counseling Ethics: A Handbook for Therapists, Pastors, & Counselors* (2<sup>nd</sup> ed). Downers Grove, IL: InterVarsity Press, 2013.

#### **Optional Textbooks**

Gladding, C., Huber, C., Rembley, T., & Wilcoxon, S. *Ethical, Legal, and Professional Issues in the Practice of Marriage and Family Therapy* (4<sup>th</sup> ed.). Columbus, OH: Prentice Hall, 2007.  
(Bonus book)

Coombs, Robert H. *Family Therapy Review: Preparing for Comprehensive & Licensing Examinations*. Mahwah, NJ: Lawrence Erlbaum Associates, 2004.

Zuckerman, Edward L. *The Paper Office, 4<sup>th</sup> Edition*. New York: Guilford Press, 2008.

### **Course Teaching Methodology (CACREP II.D.3)**

The course will involve the following methods of instruction: lecture, role-play, guest speakers, group activities, and student lead discussions.

### **Course Requirements (CACREP II.D.3)**

#### **Written**

#### **1. Reading Report:**

Students will read and review *AAMFT, Legal Guidelines for Family Therapists with Selected Ethical Opinions*.

Each student will read and provide book review discussing ethical, legal, and professional issues as related to marriage and family therapy. The review should be no less than two full pages, double spaced, and typed in APA format. It should include a summary of key ideas, identification of guidelines of which the student was previously unaware, and a thoughtful discussion on how the student will apply the knowledge. This review is not to be written in bullet-point form, but it does not need to have a chapter by chapter summary. The rubric for this assignment can be found at the back of the syllabus.

Extra credit will be given if the student uses the NOBTS Writing Center's "The Wright Stuff" to proof their paper before submitting it. Read below under course policies for more information.

#### **2. Personal essays on selected ethical issues:**

*This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment in accordance with the syllabus and the attached rubric.*

#### **Verbal/Interactive Process**

The second half of this course will involve interactive discussions revolving around questions posed to you. By the Thursday of week 7, students should have read the first chapter of Corey's textbook. By the beginning of each class period for the remainder of the semester, students should come to class having already read each succeeding chapter. I will select certain students to interact with the material.

On selected days beginning on week 7, a selected number of students will be responsible for presenting a role-play related to an ethical dilemma from that chapter's material. One of the students from this group will serve as an expert during the in-class role play. A specific ethical dilemma should be presented and the student serving as the ethics consultant should be prepared to present specific information on each of the eight steps in making ethical.

Students will be notified in advance of their assigned date to serve as either the ethics consultant or role-play participant. On that date, you will be responsible for sharing with the class your central question, designing a role play vignette and presenting your findings regarding the steps in making an ethical decision. If you fail to attend class or on a day you are assigned to present, you will be given a grade of “0” for that assignment.

## Cognitive

**LPC Code of Ethics Quiz:** The Louisiana Professional Counselors Board publishes a Code of Ethics under which all LPCs in the state are required to operate. Students will take an open book test over the codes during Week 3 of the semester. In order to prepare for this quiz, students should print the Ethical Codes listed on the LPC website ([www.lpcboard.org](http://www.lpcboard.org)), review these codes, and be familiar enough with the codes to complete a timed quiz on blackboard.

Using the *Ethics in Action DVD*, watch the vignettes demonstrating ethical situations. Complete and answer the corresponding questions in the workbook. Students are encouraged to begin this work during week 10 of the semester and complete two segments per week. The completed work is to be submitted for evaluation on **Thursday, December 7**.

The **Mid-Term** will be over selected portions of the text, *Legal Guidelines for Family Therapists with Selected Ethical Opinions* and class lectures. Students are responsible for taking notes in class as all lecture content will not be available on Blackboard (**Thursday, October 12**).

The **Final Exam** is comprehensive and will consist of questions related to material from Corey’s text and class discussions. (**Thursday, December 14**).

## Evaluation of Grade (CACREP II.D.5)

The student's grade will be computed as follows:

A. Written:	
1. Reading Report– <i>Due (Thursday, September 21)</i>	10%
2. Personal essays on selected ethical issues – <i>Due (Thursday, November 16)</i>	15%
B. Verbal/Interactive Process:	
1. Class participation/Ethics Consultant Role Activities	5%
C. Cognitive:	
1. Online LPC Code of Ethics Quiz ( <i>Thursday, September 7</i> )	5%
2. <i>Ethics in Action Workbook- Due (Thursday, December 7)</i>	15%
3. Mid-term Examination ( <i>Thursday, October 12</i> )	25%
4. Final Examination	<u>25%</u>
	100%

## **Grading Scale**

The following grading scale is used at NOBTS (see the Graduate Catalog, available online at <http://www.nobts.edu/resources/pdf/GraduateCatalog.pdf>):

A: 93-100

B: 85-92

C: 77-84

D: 70-76

F: Below 70

**Students are required to pass this course with a grade of B or higher in order to begin practicum and internship.**

## **Course Policies, Academic Conduct, and Professional Conduct (CACREP I,J, G, O; II.D.6)**

### **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

### **Academic Policies**

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

### **Classroom Parameters**

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

### **Disabilities and Accommodations (CACREP II.D.6)**

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, [jnave@nobts.edu](mailto:jnave@nobts.edu), 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for "special" accommodations on a case by case basis pursuant to the criteria enumerated above.

### **Diversity (CACREP I.J)**

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

### **Netiquette**

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

### **Policy for Graduating Seniors**

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

### **Professional Conduct (CACREP I.O)**

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

### **Professor’s Policy on Late Assignments**

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by four points for each week day an assignment is late. Assignments will NOT be accepted after they are one week overdue.

### **Technical Assistance (CACREP I.G)**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

**Writing Center (CACREP I.G)**

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

**Writing Style**

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignments.

## Student Services (CACREP 1.F, H)

*This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to [www.nobts.edu/student-services](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!*

Need	Email	Phone	Web Page
Advising – Graduate Program	<a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>	504.282.4455 x3312	<a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>
Advising – Undergraduate Program	<a href="mailto:lcadminasst@nobts.edu">lcadminasst@nobts.edu</a>	504.816.8590	<a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>
Church Minister Relations (for ministry jobs)	<a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>	504.282.4455 x3291	<a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>
Financial Aid	<a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>	504.282.4455 x3348	<a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>
PREP (help to avoid student debt)	<a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>	504.816.8091	<a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>
Gatekeeper NOBTS news	<a href="mailto:pr@nobts.edu">pr@nobts.edu</a>	504.816.8003	<a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>
Information Technology Center	<a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>	504.816.8180	<a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>
Help with Blackboard	<a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a>	504.816.8180	<a href="http://nobts.blackboard.com">nobts.blackboard.com</a>
Library	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>
Online library resources	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>
Writing and Turabian style help	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>
Guest Housing (Providence Guest House)	<a href="mailto:ph@nobts.edu">ph@nobts.edu</a>	504.282.4455 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.8004	<a href="http://www.nobts.edu/student-services/counseling-services.html">www.nobts.edu/student-services/counseling-services.html</a>
Women’s Programs	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.4455 x3334	<a href="http://www.nobts.edu/women">www.nobts.edu/women</a>

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS    INSTAGRAM.COM/NOBTS    FACEBOOK.COM/NOBTS

## Course Schedule (CACREP II.D.1,3)

**I & E** = *Issues & Ethics in the Helping Professions*; **CCE** = *Christian Counseling Ethics*

Week #	Date	Topic/ Reading/Assignment Due Dates	CACREP Standard (cf)
1	8/24	Introduction / Syllabus Registries & Certification Professional Liability Avoiding Lawsuits Labor Market and Professional Advocacy	II.F.1.d II.F.1.f II.F.1.g II.F.1.h II.F.1.i V.F.2.n
2	8/31	Parsing the Course: Ethics, Legal, Professional Examining the Foundations and History of Christian Ethics Working Cross-functionally with multiple Professional Roles	II.F.1.a II.F.1.b
3	9/7	Examining the Foundations and History of Christian Ethics Working Cross-functionally with multiple Professional Roles continued <b>Due: Online LPC Code of Ethics Quiz</b>	II.F.1.a II.F.1.b II.F.1.i
4	9/14	“My Doctor My Lover”	
5	9/21	Decision Making Models in Ethics - Riley 8 Step Decision Making Model (I & E – Ch.1) Counselor’s Roles and Responsibilities <b>Due: Reading Report- Submit in front office</b>	II.F.1.c II.F.1.d
6	9/28	AACC Conference – Role Play Group Meetings Legal Issues Regarding Termination Fee Scheduling	II.F.1.i
7	10/5	<b>Role Plays Begin</b> Transference / Counter-transference (I&E - Ch. 2) (CCE- Ch.1) Managing Spiritual & Religious Values (I&E - Ch. 3) Litigation – Fears & Phobias	II.F.1.e II.F.1.k
8	10/12	Mid Term Exam	
9	10/19	<b>Fall Break - No Class</b>	
10	10/26	Values: Pertaining to Sexuality (I & E – Ch.3) (CCE-Ch.9) Differences in Cultural Backgrounds & Life Experiences (I & E – Ch. 4)	II.F.1.e
11	11/2	Sexual Attraction to the Client – (I&E - Ch. 7) (CCE-Ch. 6) Managing Multiple Relationships Boundary Issues, Bartering, Technology	II.F.1.g II.F.1.j

12	11/9	Confidentiality: Duty to Protect Children / Reporting (I&E - Ch. 6) (CCE-Ch. 3) Confidentiality: Duty to Warn / HIV (I&E - Ch. 6)	II.F.1.c
13	11/16	Non-erotic Physical Contact – (I&E - Ch. 7) Professional Competence & Training (I&E - Ch. 8) (CCE – Ch. 4) <b>Due: Personal Essay on Ethical Issue</b>	II.F.1.k II.F.1.l
14	11/23	<b>Thanksgiving Break – No Class</b>	
15	11/30	Therapist Impairment Ethical Issues in Clinical Supervision (I&E - Ch. 9)	II.F.1.k II.F.1.l II.F.1.m
16	12/7	Confidentiality in Marital & Family Therapy (I&E - Ch. 11) Values in Marriage & Family Therapy (I & E – Ch. 11) (CCE – Ch.8) <b>Due: Ethics in Action Workbook</b>	V.5.F.2.o V.5.F.2.p
<b>Final Exam: Thursday, December 14<sup>th</sup></b>			

### Selected Bibliography (CACREP ILE)

American Association for Marriage and Family Therapy. (2001). *User's Guide to the AAMFT Code of Ethics*. AAMFT.

Coombs, R. (2005). *Family Therapy Review: Preparing for Comprehensive and Licensing Examinations*. Lawrence Erlbaum Associates. (RC488.5.F349)

Corey, J., Corey, M., Callanan, P. (2007). *Issues and Ethics in the Helping Professions*. Brooks Cole.

Rosenthal, H. (1993). *Encyclopedia of Counseling: Master Review and Tutorial. Accelerated Development*. (BF637.C6R674)

Sanders, R. (1997). *Christian Counseling Ethics: A Handbook for Therapists, Pastors & Counselors*. IVP Academic. (BV4012.2.C516)

Satinover, J. (1996). *Homosexuality and the Politics of Truth*. Baker Books. (HQ76.3.U5S35)

Wilcoxon, S., Remley, T., Gladding, S., Huber, C. (2007). *Ethical, Legal, and Professional Issues in the Practice of Marriage and Family Therapy*. Pearson. (RC488.5.H8)

Zuckerman, E. (2003). *The Paper Office*. Guilford Press.

## **Ethics Book Review Grading Rubric**

### **Format/Style (20 points)**

- At least 2 pages
- APA
- Double spaced
- Grammar
- Proof reading

### **Following Directions (40 points)**

- Summary of key ideas
- Identification of previously unaware guidelines

### **Content (40 points)**

- Demonstrated reading comprehension
- Critical reflection on the ideas and content in the reading
- Applied content to counseling practice

## **Ethics Issues Paper Grading Rubric**

### **Format/Style (10 points)**

- APA
- Double spaced
- Grammar
- Proof reading

### **Following Directions (5 points)**

- 6-8 pages
- 4-6 scholastic sources
- Avoided first-person

### **Clear Ethical Questions Presented (15 points)**

**8 Step Ethical Decision Making Model Used (30 points)**

**Definite Position Taken and Defended (40 points)**