



**COUN6303 Ethical and Legal Issues in Professional Counseling**  
**New Orleans Baptist Theological Seminary**  
**Counseling Division**  
**Spring 2023 NOLA2U Live**  
*Course meets January-May 2023, Thursdays, 8:00-10:50*

**Professor:** Craig Garrett, PhD, LPC-S, NCC; Associate Professor of Counseling  
**Office:** L101, Magee Christian Counseling Center, New Orleans campus  
**Hours:** Drop-in 8-5, M-F as available or by appointment  
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**Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

**Mission Statement of the Counseling Program**

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.

**Course Description**

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, AACC); 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 Louisiana Licensed Professional Counselors Board of Examiners, the American Association of Christian Counselors, and the American Counseling Association. Role-plays and video 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.

**Syllabus Distribution**

This syllabus will be made available in Canvas one week prior to the first day of class. Due to regular semester updates, any version accessed prior to this date may contain inaccuracies.

**NOLA2U LIVE policies (for Distance Students)**

If you are taking this course as a NOLA2U Live student, please note the following attendance policies:

1. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in this syllabus.
3. Technical issues will not be considered a valid reason for missing a class session.

**Program Objectives:**

- #1. Equip students to synthesize theoretical and empirical knowledge in the field of counseling.
- #2. Train students to have the necessary academic and clinical skills to obtain professional licensure.
- #3. Equip students to develop a deeper understanding of cultural diversity to enhance counseling skills.
- #4. Train students to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Program Objectives/Key Performance Indicators	Learning Experiences	Assessment/Assignment
<b>5.C.2.k.</b> Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	<i>Instruction:</i> Group exercises, lectures	Signature Assignment Test knowledge of professional organizations, requirements to join, and benefits Pretest – Beginning of the semester Post-test – Midterm Exam

**Course Objectives**

Course Objectives	Learning Experiences	Assessments
Students will explore professional counseling organizations, including membership benefits, activities, services to members and current issues.	<i>Instruction</i> Class lecture and discussion Group Work  <i>Reading</i> Examine the websites of professional counseling organizations	Midterm Exam Group presentations on professional organizations
Students will gain knowledge and understanding of professional counseling credentialing, including certification, licensure, and accreditation practices and standards.	<i>Instruction</i> Class lecture and discussion	Midterm Exam
Students will demonstrate knowledge and understanding of ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling.	<i>Instruction</i> Class lecture and discussion Role-Play groups Guest Speakers  <i>Reading</i> I&E – Chapters 1, 2, 3, 4, 6, 7,8,11 CCE – Chapters 1,3,4,6,8	Role Play Presentations Ethical Codes Quiz Ethical Dilemma Paper Midterm Exam Ethics in Action Videos and Activities Final Exam

**Course Requirements and Evaluation of Grades**

Assignment/Requirements & Description	Percentage	Due Date
<b>Personal essays on selected ethical issues:</b> 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	20%	4/20

<p>the attached rubric.</p> <p>Each student will select one of the ethical dilemmas provided in class and work through this dilemma. The essay will consist of four sections:</p> <ol style="list-style-type: none"> <li>1. Work through the 8 Steps Model</li> <li>2. Ethical Codes (minimum of 3 related codes)</li> <li>3. Summary of at least 3 peer reviewed journal articles and 2-4 additional scholarly sources.</li> <li>4. Final decision on how to handle the ethical dilemma.</li> </ol> <p>The paper should reflect the results of personal study, research, and thoughts related to given ethical and professional issues. The essay is to be 5-7 pages in length, double spaced, and typed in APA format. Students should avoid writing in first person.</p> <p>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 (use peer reviewed journal articles, chapters from books listed at the end of the chapters in your textbook, professional liability insurance company publications).</p> <p>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.</p> <p>Extra credit will be given if the student uses the NOBTS Writing to proof their paper before submitting it. Read below under course policies for more information.</p>		
<p><b>Role Plays</b></p> <p>This course will involve interactive discussions revolving around student created and led role plays. Students should come to class having completed all the reading assigned for the week and be prepared to interact with the role play groups. By the beginning of each class period for the remainder of the semester, students should come to class having already read each succeeding chapter.</p> <p>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 (consultant) during the in-class role play. A specific ethical dilemma should be presented and the student serving as the ethics consultant should present specific information on each of the eight steps in making ethical decisions, address related codes of ethics, and engage the class in a discussion.</p> <p>Students will be notified in advance of their assigned date to serve as either the ethics consultant or role-play participant. On the assigned 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.</p>	10%	Topics, groups, and dates will be assigned in class.
<p><b>ACA Code of Ethics and Louisiana Board Rules Quiz:</b></p> <p>The Louisiana Professional Counselors Board has adopted the <a href="#">ACA Code of Ethics</a> for LPCs. Students will take an open book quiz over the code and the board rules during Week 3 of the semester. To prepare for this quiz, students should review the code and the Louisiana board rules and be familiar enough with both to complete a</p>	10%	2/2

timed quiz on Canvas. Students will need to access the code and rules online or obtain a copy to use during the quiz.		
<b>MindTap Activities:</b> Ethics in Action Video Activities, Case Studies, and Self-Assessments Watch the assigned vignettes demonstrating ethical situations in each assigned chapter of the Corey text and complete the activity on the MindTap learning platform. Complete the self-assessments as assigned. MindTap Activities must be completed by 11:59 PM on the Wednesday night before class meets on Thursdays.	20%	Activities must be completed weekly by 11:59 PM on the night before class meets
<b>Mid-Term Exam</b> This exam will be over selected portions of the Corey <i>Issues and Ethics</i> text, the Sanders text, and class lectures. Students are responsible for taking notes in class as all lecture content will not be available on Canvas.	20%	3/2
<b>Final Exam</b> This exam will consist of questions related to material from Corey's text, lectures, guest speakers, and class discussions.	20%	See NOBTS Final exam schedule

### Course Teaching Methodology

The course will use the following methodologies: reading and writing assignments, dialogues, lectures, class presentations, guest speakers, and written examinations.

### Textbooks (required)

The following texts are required reading for class discussions and are to be read in their entirety unless otherwise specified.

- 1) MindTap Helping Professions with Ethics in Action Video, 1 term (6 months) Instant Access for Corey/Corey/Corey's *Issues and Ethics in the Helping Professions* ISBN-13: 9780357041147

**\*Note carefully:** MindTap is required for this course. The electronic version of the Corey text is included with your MindTap license, so you do not need to buy it separately. If you want to rent a physical copy of the Corey text, you can do this through MindTap.

- 2) Sanders, R. K. (2013). *Christian Counseling Ethics: A Handbook for Psychologists, Therapists and Pastors* (Christian Association for Psychological Studies Books) (2nd ed.). IVP Academic. ISBN: 9780830839940

### Other Required Readings (available online or posted in the Canvas "Readings" folder)

American Counseling Association. (2014). *2014 ACA code of ethics*.

<https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf>

American Association of Christian Counselors. (2021). *2021 AACC Code of Ethics DRAFT*.

### Recommended Reading

Rosenthal, H. (2022). *Encyclopedia of Counseling: Master Review and Tutorial for the National Counselor Examination, State Counseling Exams, and the Counselor Preparation Comprehensive Examination*. Routledge.

Zuckerman, E. L., & Kolmes, K. (2016). *The Paper Office for the Digital Age: Forms, Guidelines, and Resources to Make Your Practice Work Ethically, Legally, and Profitably* (Fifth). The Guilford Press.

**Evaluation of Grade**

This course is graded according to seminary policy:

A--93-100

B--85-92

C--77-84

D--70-76

F--Below 70

**Additional Items and Class Policies****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 [academic catalog](#).

**Attendance Policy**

Traditional and NOLA2U Classes: Students are expected to attend and participate in the class sessions. Any student missing more than nine hours may receive an automatic grade of "F" for the course. Three tardies will count as one absence.

If you are taking this course as a NOLA2U Live student, please note the following attendance policies:

The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in this syllabus. Technical issues will not be considered a valid reason for missing a class session.

**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.

**Classroom Participation/Active Dialogue**

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

**Disabilities and Accommodations**

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**

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.

### **Emergencies**

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website ([www.nobts.edu](http://www.nobts.edu)) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Canvas for information specific to this course. Because Canvas is available, the course will continue even if the main campus is closed. Please consider registering for the seminary’s priority text messaging service through SelfServe. This service is used only in emergencies and will allow the seminary to deliver urgent information to you as needed.

### **Extra Credit**

No extra credit is available in this course.

### **Late Assignments Policy for Counseling Division Courses**

All work is due by 11:59 PM (Central Time Zone) on the due date listed in the syllabus. For this policy, “days” are calendar days from 12:00 AM to 11:59 PM. Work turned in one to seven days late will receive a 10% deduction; work turned in eight to fourteen days late will receive a 20% deduction; work will not be accepted after 14 days. No coursework will be accepted after the last final exam day of the semester as listed in the graduate catalog. In cases of extreme extenuating circumstances, students may appeal to the counseling department faculty for an exception to this policy by completing a form available from the Counseling Division Administrative Assistant.

### **Netiquette**

Netiquette refers to appropriate online behavior in Canvas 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 and considers it a serious academic and ethical offense. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS *Student Handbook* for the definition, penalties, and policies associated with plagiarism. See your style guides (APA or Turabian) for correct format for citation in your assignments.

### **Policy for Graduating Students**

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**

Students are expected to adhere to the appropriate codes of ethics for their particular programs. Any behavior

deemed unethical will be grounds for dismissal from the program.

### Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Canvas Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

### Reading Assignments

Students are responsible for completing all reading assignments and are expected to demonstrate completion of readings through class discussion.

### Technical Assistance

For assistance regarding technology, consult the NOBTS Information Technology Center (ITC) at 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. [CanvasHelpDesk@nobts.edu](mailto:CanvasHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Canvas Learning Management System [NOBTS.Canvas.com](http://NOBTS.Canvas.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

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 in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the *Publication Manual of the American Psychological Association*.

### Weekly Agenda and Reading Schedule

IE=Issues and Ethics Textbook

CCE=Christian Counseling Ethics Book

MT=MindTap online activities

Week #	Date & Topic	Readings	Assignments	Learning Experience
1	Jan 19	Read the Course Syllabus thoroughly	<b>Online Assessment (in class):</b> KPI 9.1 (1) Ethics: Professional Organizations PRE	<u>Lecture &amp; Discussion</u> Introduction / Syllabus Licensure, Certification, & Registries
2	Jan 26  Introduction to Professional Ethics	IE: Ch1 CCE: Ch 21	<b>MT:</b> Ch 1 Self-Inventory, Video Activity, Case Studies  <i>*MindTap</i>	<u>Lecture &amp; Discussion</u> 8-Step Decision Making Model Professional Liability Avoiding Lawsuits

			<i>Activities must be completed by 11:59 PM on the Wednesday night before class meets on Thursdays.</i>	
3	Feb 2  The Counselor as a Person & Professional	IE: Ch 2 CCE: Ch 1	<b>MT:</b> Ch 2 Self-Inventory, Video Activity, Case Studies  <b>Quiz: ACA Code of Ethics</b> (on Canvas) Closes at 11:59 PM Wednesday night	<u>Role Plays &amp; Discussion</u> Transference / Countertransference  <u>Lecture &amp; Discussion</u> Professional Counseling Organizations Technology's Impact to Counseling Legal Issues Regarding Termination
4	Feb 9  Spiritual & Religious Values	IE: Ch 3 CCE: Ch 9	<b>MT:</b> Ch 3 Self-Inventory, Video Activity, Case Studies	<u>Role Plays &amp; Discussion</u> -Managing Spiritual & Religious Values  <u>Lecture &amp; Discussion</u> Fee Scheduling Litigation – fears and phobias
5	Feb 16 Multicultural Perspectives and Diversity Issues	IE: Ch 4 CCE: Ch. 10, 12	<b>MT:</b> Ch 4 Self-Inventory, Video Activity, Case Studies	<u>Role Plays &amp; Discussion</u> -Values Pertaining to Sexuality -Differences in Cultural Backgrounds & Life Experiences
6	Feb 23	IE: Ch 5	<b>MT:</b> Ch 5 Self-Inventory, Video Activity, Case Studies	<u>Role Plays &amp; Discussion</u> -Duty to Protect Children / Reporting  <u>Lecture &amp; Discussion</u> Suicide Assessment
7	Mar 2  Confidentiality: Ethical and Legal Issues	IE: Ch 6	<b>MT:</b> Ch 6 Self-Inventory, Video Activity, Case Studies  <b>Midterm Exam</b> Take on Canvas anytime from Sep 29 at 3:00 PM through Oct 1 at 11:59 PM. Closed Book, no outside resources.	<u>Role Plays &amp; Discussion</u> -Bartering  <u>Video Documentary &amp; Discussion</u> "My Doctor My Lover" Sexual Attraction to the Client



8	Mar 9 Managing Boundaries and Multiple Relationships	IE: Ch 7	MT: Ch 7 Self-Inventory, Video Activity, Case Studies	Role Plays & Discussion -Managing Multiple Relationships Boundary Issues
9	Mar 16	<b>Spring Break – No Class</b>		
10	Mar 23 Professional Competence, Training, Impairment, Self-Care	IE: Ch 8 Therapist Impairment & Self Care Ethical Issues in Clinical Supervision	<b>MT:</b> Ch 8 Self-Inventory, Video Activity, Case Studies	<u>Role Plays &amp; Discussion</u> -Therapist Impairment  <u>Lecture &amp; Discussion</u> Self- Care
11	Mar 30 Ethical Issues in Supervision	IE: Ch 9 CCE: Ch 4 Non-erotic Physical Contact – (I&E – Ch 7)  Crisis Intervention (Psychological First Aid)	<b>MT:</b> Ch 9 Self-Inventory, Video Activity, Case Studies	<u>Role Plays &amp; Discussion</u> -Non-erotic Physical Contact -Crisis Intervention  <u>Lecture and Discussion</u> Ethical Issues in Clinical Supervision
12	Apr 6 Ethical Issues in Couple and Family Therapy	IE: Ch 11 CCE: Ch 8  Confidentiality in Marital & Family Therapy (I&E – Ch 11) Values in Marriage & Family Therapy	<b>MT:</b> Ch 11 Self-Inventory, Video Activity, Case Studies	<u>Role Plays &amp; Discussion</u> -Confidentiality in Marital & Family Therapy -Values in Marriage & Family Therapy
13	Apr 13 Protecting the Vulnerable, Duty to Warn	Confidentiality: Duty to Protect Children / Reporting (I&E - Ch 6) (CCE-Ch 3)	Confidentiality: Duty to Warn / HIV (I&E - Ch 6)	<u>Role Plays &amp; Discussion</u> -Duty to Protect Children / Reporting  <u>Lecture &amp; Discussion</u> Suicide Assessment
14	Apr 20 Telehealth Issues		<b>Personal Essay on Ethical Issue:</b> Due 11/26/22 by 11:59 PM	<u>Lecture &amp; Discussion</u> Documentation Telemental Health Counseling
15	Apr 27 Review of Semester and Exam Prep		<b>Online Assessment (in class):</b> KPI 9.1 (2) Ethics:	

			Professional Organizations MID	
16	Final Exam	See Final Exam Schedule		

#### Ethics Book Review Grading Rubric

<b>Format/Style:</b> <ul style="list-style-type: none"> <li>○ At least 2 pages</li> <li>○ APA (including APA style reference)</li> <li>○ Double-spaced</li> <li>○ Grammar &amp; Proof-reading</li> </ul>	/20
<b>Following Directions:</b> <ul style="list-style-type: none"> <li>○ Summary of key ideas</li> <li>○ Identification of guidelines that that seem counterintuitive, surprising, or key to ethical practice.</li> </ul>	/40
<b>Content:</b> <ul style="list-style-type: none"> <li>○ Demonstrated reading comprehension</li> <li>○ Critical reflection on the ideas and content in the reading: thoughtfully responded to reading, explored various applications and potential barriers, considered practical application and potential outcomes of application</li> <li>○ Applied content to counseling practice: consideration of how codes would be applied and what that might practically entail</li> </ul>	/40
<b>Final Grade:</b>	/100
<b>Comments:</b>	

#### Ethics Issues Paper - Grading Rubric

<b>Format/Style:</b> <ul style="list-style-type: none"> <li>○ APA</li> <li>○ Double-spaced</li> <li>○ Grammar &amp; Proof-reading</li> <li>○ Avoided first-person</li> </ul>	/15
<b>Following Directions:</b> <ul style="list-style-type: none"> <li>○ 5-7 pages</li> <li>○ Included appropriate number of scholarly sources</li> <li>○ Used one of the scenarios provided on Canvas</li> </ul>	/5
<b>Four Sections</b>	
<b>Clearly worked through all steps in the 8 Step Decision Making Model from Textbook</b>	/20

Minimum of 3 related ethical codes identified and thoughtfully applied	/20
Summary of 3 peer reviewed journal articles & at least 2-4 additional scholarly sources	/20
Clear final decision presented on how to handle the ethical dilemma	/20
Final Grade:	/100
Comments:	

### Selected Bibliography

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

Corey, J., Corey, M., Callahan, 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)

Sanders, R. (Ed.). (2016). Ethics and Value in Psychotherapy [Special issue]. *Journal of Psychology and Christianity*, 35(4).

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)