

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **COUN 501**

#### **COUNSELOR PROFESSIONAL IDENTITY, FUNCTION, AND ETHICS**

#### **COURSE DESCRIPTION**

This course introduces students to concepts regarding the professional functioning of counselors and marriage and family therapists, including history, roles, professional organizations, ethics, legalities, standards, and credentialing. Current issues in the practice of counseling and marriage and family therapy in a variety of professional settings are explored.

#### **RATIONALE**

Developing excellence in the field of professional counseling requires a thorough understanding of current professional, ethical, and legal issues related to counselor functioning in a variety of settings. A focus on learning how to systematically evaluate ethical issues from both a biblical and clinical perspective is critical and will enable students to develop a solid foundation for facing the complex and challenging ethical issues that await them in the field of counseling.

#### **III. PREREQUISITES**

None

#### **IV. REQUIRED RESOURCE PURCHASES**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **V. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word and PowerPoint  
(Microsoft Office is available at a special discount to Liberty University students.)

#### **VI. MEASURABLE LEARNING OUTCOMES**

Learning outcomes for this course link specifically to the masters-level goals of (1) illustrating appropriate knowledge in all core curricular areas of counseling in preparation for certification and taking licensure exams and in procuring employment in the mental health field; (2) demonstrating appropriate research and report-writing skills, including the use of APA format and computer technology; (3) integrating biblical principles and secular theories in a responsibly eclectic manner; (4) incorporating ethical and legal standards in the counseling arena; (5) assessing, diagnosing, and treating clients with a broad array of presenting problems and mental disorders using multiple counseling skills in established best practices; (6) evaluating child, adolescent, and marriage and family

clients in order to effectively determine a treatment (Outcome for Marriage and Family program); and (7) evaluating diverse individual, group and family populations in order to effectively determine a treatment for client(s).

Accomplishment of these overarching programmatic learning outcomes involves the course-related learning outcomes listed below.

Upon successful completion of this course, the student will be able to:

- A. Analyze the historical and philosophical roots of the counseling profession (Partially fulfills learning outcomes 1, 2, and 4).
- B. Describe the main ethical, legal, clinical, and professional issues involved in professional counseling (Partially fulfills learning outcomes 1, 2, 4, 5, 6, and 7).
- C. Compare and contrast the relevant ethics codes of professional organizations and credentialing bodies and relate findings to the counselor's professional identity and functioning (Partially fulfills learning outcomes 1, 2, 4, 5, 6, and 7).
- D. Differentiate the counselor's roles and responsibilities as a member of an interdisciplinary emergency management response team in a variety of settings, including local, regional, national, and international settings. Partially fulfills learning outcomes 1, 2, 4, 5, 6, and 7).
- E. Identify the various counseling ethical models, practices, and processes (Partially fulfills learning outcomes 1, 2, 4, 5, 6, and 7).
- F. Differentiate the role of ethics and values in the counseling process, including the role of the counselor in addressing institutional and social barriers that hinder the client's progress (Partially fulfills learning outcomes 1, 2, 4, 5, 6, and 7).
- G. Explain the various counselor roles and the potential for ethical dilemmas, including ethical and legal considerations (Partially fulfills learning outcomes 1, 2, 4, 5, 6, and 7).
- H. Describe Christian resources for competent and compassionate "soul care" Partially fulfills learning outcomes 1, 2, 3, 4, 5, 6, and 7).
- I. Summarize the skills relative to ethical issues in counseling, including self-care (Partially fulfills learning outcomes 1, 2, 4, 5, 6, and 7).
- J. Appraise and articulate a personal ethical stance on a variety of clinical issues, including membership in professional organizations and advocating on behalf of both the client and the counseling profession (Partially fulfills learning outcomes 1, 2, 4, 5, 6, and 7).
- K. Utilize the current literature relative to counselor professional identity, function, and ethics to create a comprehensive personal counseling ethic (Partially fulfills learning outcomes 1, 2, 3, 4, 5, 6, and 7).

## **VII. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings, presentations, and websites (This assignment meets learning outcomes A-K).

B. Discussion Board Forums (3)

In addition to the Class Introductions and Conclusions forums, there are three Discussion Board forums for students to complete (due in Modules/Weeks 1, 4, & 7). Each Discussion Board forum is to be completed in two parts: a thread (200–250 words) and a reply (75–100 words). Threads and replies should reflect critical thinking skills. The thread is due on Wednesday, and a reply is due on Sunday of the module/week assigned. Detailed instructions can be found in Blackboard. (This assignment meets learning outcomes B, C, E, G, H, & K.)

C. Code of Ethics Comparison

Students will review the ACA and AACC Codes of Ethics and choose three elements to compare and contrast. This assignment will be completed in Module/Week 2. Detailed instructions can be found in Blackboard. (This assignment meets learning outcomes A, C, E, G, H, I, J, & K).

D. Ethics in Action Sections I–III (3)

During Modules/Weeks 3, 5 & 6, students will view Ethics in Action segments that discuss relevant topics to the counseling field. After watching the presentations assigned each week, students will answer questions from the segments and submit them in a Word document. Detailed instructions can be found in Blackboard. (This assignment meets learning outcomes C, D, F, G, I, J, & K.)

E. Research Paper

Students will write a 10–12-page Research Paper on a counseling topic chosen from a list provided (students will submit their topic request by the end of Module/Week 1). The completed Research Paper is due by the end of Module/Week 8, the last week of the course. Detailed instructions can be found in Blackboard. (This assignment meets learning outcomes A, B, F, G, H, I, J, & K.)

F. Quizzes (8)

There are 8 quizzes during this course, one each week. Each quiz covers content directly from the week's reading assignments. Students will have 60 minutes to select the best answer for 25 multiple choice and true/false questions. All of the quizzes are open-book and open notes. Each quiz must be taken by the end of the module/week in which it is assigned. (This assignment meets learning outcomes A–K).

**VIII. COURSE GRADING AND POLICIES****A. Points**

Discussion Board Forums (3 at 50 pts ea)	150
Code of Ethics Comparison	150
Ethics in Action Sections I–III (3 at 60 pts ea)	180
Research Paper	200
Quizzes (8 at 40 pts ea)	320
<b>Total</b>	<b>1000</b>

**B. Scale**

A = 940–1000    A- = 920–939    B+ = 900–919    B = 860–899    B- = 840–859  
 C+ = 820–839    C = 780–819    C- = 760–779    D+ = 740–759    D = 700–739  
 D- = 680–699    F = 679 and below

**C. Late Policy**

Papers/projects:

1. 5% point deduction per day.
2. No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.
3. Discussion boards:  
 No Discussion Board posts accepted after DB has closed without prior permission of professor. Late posts will not be factored into DB grade.
  - a. If the professor grants students permission to submit posts after the DB has closed the following requirements apply:
    - i. 5% point deduction per day.
    - ii. No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.
    - iii. Professor may require alternate assignment if Discussion Board has closed. These assignments must be completed within terms of late policy. No assignment will be accepted seven (7) days after original due date.

**D. Tests/Exams**

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 5 points will be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module. A 5 % point deduction from the tests final grade will be assigned for each day the test is late.

3. No test will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to tests due date.
- E. Participation Policy
- Students will read and abide by the Honor Code statement and other appropriate guidelines regarding cheating and plagiarism found in the *Liberty Way*. Students are expected to be prepared to actively participate in class discussions and the various exercises and activities as they occur. An open, curious, and honest attitude toward learning from others will facilitate development for all participants.
- F. Professionalism Policy
- Agreement or respectful disagreement with others in the class is expected. Learning to accurately communicate beliefs, attitudes, and emotions about important issues is a crucial part of both personal and professional development as a counselor. Engaging in this process in an appropriate manner is expected.
- The quality standard for work submitted is expected to be appropriate for graduate-level work. These expectations include excellent grammar and spelling, coherent paragraphs, precise APA style, and sufficient levels of organizational structure.
- G. English as a Second Language
- If English is a student's second language, they should make use of the Graduate Writing Center and/or peer proofreading prior to submitting his/her work. Grading must be consistent for all students.
- H. Other Policies
1. Academic Misconduct  
Academic misconduct is strictly prohibited. Students should see the Graduate Catalog for specific definitions, penalties, and processes for reporting.
  2. Disability Statement  
Online students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations.
  3. Drop/Add Policy  
Consult the Graduate Catalog for drop/add policies.
  4. Email Correspondence  
Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face. Emails should be courteous and well

thought out to avoid knee-jerk responses that will be interpreted as “flaming” or sarcasm. Complaints should be communicated directly to the individual involved. Students should not send a blanket email to everyone in the class or to administrative personnel until they have communicated their concerns directly to the person involved and allowed them time to respond. Students should not post a message to the class on Blackboard that is more appropriate for an individual. They should avoid offensive language of any kind.

5. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty are responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty do not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

6. Limits of Confidentiality

In the event of a student’s disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student’s permanent record.

7. FN policy

Students who begin a course, but at some point in the semester cease participating and do not provide official notification to withdraw, will be assigned a grade of "FN" at the discretion of the instructor, dated to the student’s last date of academic activity. A grade of "FN" will be assigned when a student stops attending and/or participating in a class for a period of 21 consecutive days or longer. "FN" indicates that the student ceased attendance and failed to complete the course objectives. The last date of attendance will be based upon the last date that a student submitted an academic assignment (such as an examination, written paper or project, Discussion Board post, or other academic event).

## ***COURSE SCHEDULE***

### **COUN 501**

Textbooks: Clinton & Ohlschlager, *Competent Christian Counseling* (2002).  
Corey et al., *Issues and Ethics in the Helping Professions* (2011).  
Corey, *Ethics in Action* (2003).

<b>WEEK/ MODULE</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Clinton: Prologue, chs. 1–4, 6 & 7 Corey: chs. 1–2 2 presentations	Course Requirements Checklist Class Introductions Discussion Board Forum 1 Research Paper: Topic Quiz 1	0 0 50 0 40
<b>2</b>	Clinton: chs. 8–11 Corey: chs. 3 & 4 2 websites 1 presentation	Code of Ethics Comparison Quiz 2	150 40
<b>3</b>	Clinton: chs. 12–16 Corey: chs. 5 & 6 1 presentation Ethics in Action Section I	Ethics in Action Section I Quiz 3	60 40
<b>4</b>	Corey: chs. 7 & 8 1 presentation	Discussion Board Forum 2 Quiz 4	50 40
<b>5</b>	Clinton: chs. 30–32 Corey: chs. 9 & 10 1 presentation Ethics in Action Section II	Ethics in Action Section II Quiz 5	60 40
<b>6</b>	Clinton: chs. 20–27 Corey: ch. 11 2 presentations Ethics in Action Section III	Ethics in Action Section III Quiz 6	60 40
<b>7</b>	Corey: ch. 12 1 presentation	Discussion Board Forum 3 Quiz 7	50 40
<b>8</b>	Clinton: ch. 33 & Epilogue Corey: ch. 13 4 presentations	Class Conclusions Research Paper: Final Submission Quiz 8	0 200 40
<b>TOTAL</b>			<b>1000</b>

**NOTE:** Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.