

Course Syllabus

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College of Health Sciences | MA in Clinical Counseling

PSY6011: Professional Ethics and Law

3 Units

Course Information:

Fall 2025 | Quad 2

Course Dates: 10/27 to 12/21

Meeting days/times:

Tuesday | 7:15 PM - 9:15 PM PST

Meeting location: Online Synchronous

Instructor Information:

Instructor title and name: Keith Myers

Email: KMyers@pointloma.edu (mailto:KeithMyers@pointloma.edu)

Phone: 770-656-4676 (call or text)

Office Hours: Tuesdays or Fridays 11am-2pm PST

Other times available by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

Professional ethics and laws that apply to the counseling profession are identified and discussed. These include ethical, legal, and biblical standards for conduct, professional organizations, licensure, and developing a plan for lifelong professional and personal development with integrity.

Although professional counselors need to operate under a personal and professional code of ethics, often these guidelines leave many questions unanswered. No single universally "right" answer exists for most ethical dilemmas. Rather than arrive at one answer, it is important to learn how to think through ethical issues in a systematic manner by utilizing and apply various ethical decision-making models..

Program Learning Outcomes

The educational goals of Point Loma Nazarene University's ***Masters of Arts in Clinical Counseling (MACC)*** are to develop graduate students and clinicians who are:

1. competent clinicians and professionals that practice from a wide-range of clinically valuable and research-based approaches;
2. able to cultivate self-awareness and apply professional ethics to the practice of clinical counseling; and,
3. providing services that are respectful of individuals and families as well as the cultural contexts that shape them, particularly focusing on those who are underserved.

PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families

Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.

Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.

Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.

Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients

Competency 2: Demonstrate awareness and effective use of self in the therapeutic process

Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others

PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.

Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.

Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.

Course Learning Outcomes

This course meets the following CA BBS Education requirements for LMFT:

- The broad range of matters and life events that may arise within marriage and family relationships and within a variety of California cultures, including instruction in all of the following:
 - **(i) A minimum of seven contact hours of training or coursework in child abuse assessment and reporting as specified in Section 28, and any regulations promulgated thereunder**
 - (ii) Spousal or partner abuse assessment, detection, intervention strategies, and same gender abuse dynamics.
 - (iii) Cultural factors relevant to abuse of partners and family members.
 - (iv) Childbirth, child rearing, parenting, and stepparenting.
 - (v) Marriage, divorce, and blended families.
 - (vi) Long-term care.
 - (vii) End-of-life and grief.
 - (viii) Poverty and deprivation.
 - (ix) Financial and social stress.
 - (x) Effects of trauma.
 - (xi) The psychological, psychotherapeutic, community, and health implications of the matters and life events described in clauses (i) to (x), inclusive.
- Cultural competency and sensitivity, including a familiarity with the racial,

- cultural, linguistic, and ethnic backgrounds of persons living in California.
- California law and professional ethics for marriage and family therapists, including instruction in all of the following areas of study:
 - (i) Contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the scope of practice of marriage and family therapy.
 - (ii) The therapeutic, clinical, and practical considerations involved in the legal and ethical practice of marriage and family therapy, including, but not limited to, family law.
 - (iii) The current legal patterns and trends in the mental health professions.
 - (iv) The psychotherapist-patient privilege, confidentiality, the patient dangerous to self or others, and the treatment of minors with and without parental consent.
 - (v) A recognition and exploration of the relationship between a practitioner's sense of self and human values and the practitioner's professional behavior and ethics.
 - (vi) The application of legal and ethical standards in different types of work settings.
 - (vii) Licensing law and licensing process.
 - A minimum of three hours of training or coursework in the provision of mental health services via telehealth, which shall include law and ethics related to telehealth.
 - A minimum of six hours of coursework or applied experience under supervision in suicide risk assessment and intervention. Three of the six hours are provided in this course

This course meets the following CA BBS Education requirements for LPCC:

- Professional orientation, ethics, and law in counseling, including California law and professional ethics for professional clinical counselors, professional ethical standards and legal considerations, licensing law and process, regulatory laws that delineate the profession's scope of practice, counselor-client privilege, confidentiality, the client dangerous to self or others, treatment of minors with or without parental consent, relationship between practitioner's sense of self and human values, functions and relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
- The understanding of human behavior within the social context of a representative variety of the cultures found within California.
- A minimum of seven contact hours of training or coursework in child abuse assessment and reporting, as specified in Section 28, and any regulations promulgated thereunder. This course provides 3.5 out of the 7 mandated hours.

Course Learning Outcomes: After completing this course, you should be able to:

1. Explain the history of the ethical codes for each profession.
2. Identify the roles and responsibilities of a professional clinical counselor and marriage and family therapist.

3. Examine the role of ethics and values in the counseling process.
4. Evaluate counseling situations based on professional ethical standards and Biblical standards while utilizing a professional ethical decision-making model.
5. Understand the licensure processes for the professional clinical counselor and the marriage and family therapist.
6. Make a professional clinical presentation comparing and contrasting both ethical codes.
7. Delineate the effects of counseling on their person and strategies for managing the effects.
8. Understand and explain issues of collaboration with other professionals in diverse settings as they apply to the student's chosen emphasis.

Program Learning Objectives	Class Learning Objectives	Assignment/Activity
<p>PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families</p> <p>Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.</p>	<p>CLOs 1 - 6, 8, 9, 10</p>	<p>Live Session Discussion Reflections</p> <p>Exams</p> <p>Informed Consent</p> <p>Case Studies</p> <p>Ethics Presentation</p>
<p>PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.</p> <p>Competency 1: Demonstrate knowledge of the</p>	<p>CLOs 3,4, 7</p>	<p>Ethics Presentation</p> <p>Synchronous Discussion & Lecture</p> <p>Journal Questions</p> <p>Case Studies</p>

<p>ACA/AAMFT code of ethics and identify ethical issues when they arise with clients</p> <p>Competency 2: Demonstrate awareness and effective use of self in the therapeutic process</p> <p>Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others.</p>		
<p>PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.</p> <p>Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.</p> <p>Competency 2: Demonstrate awareness</p>	<p>CLO 3</p>	<p>Informed Consent</p> <p>Discussion</p> <p>Exams</p> <p>Journal Questions</p>

<p>of how personal values, beliefs, and sociocultural context impact work with clients.</p> <p>Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate</p>		
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Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

Requirements	Total Course Hours
Class Attendance	16
Required Readings	45
Journal Questions	11
Case Study Discussions	8
Exams	5

Live Session Reflection Discussions	6
Assignments	10

Required Texts and Recommended Study Resources

Caldwell, Benjamin. (2024). *Basics of California Law for LMFTs, LPCCs, and LCSWs*, 11th Edition. ISBN ISBN 979-8-9874617-7-8

Corey, G., Corey, M., Corey, C., & Callanan, P. (2019). *Issues and Ethics in the Helping Professions* (with CourseMate), 10 th Edition. Stamford, CT: Cengage.

Kottler, J. (2022). *On Being a Therapist*, 6 th Edition. New York, NY: Oxford University Press.

NOTE: Students are responsible to have the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Assessment and Grading

- 1. Academic Honesty Verification:** Students will complete the verification prior to gaining access to the first module.
- 2. Journal Questions:** The course text and lecture materials have been supplemented with questions designed to personalize the material covered in class. It is expected that course material will be read before the scheduled lecture so that informed and lively discussion may be the primary focus of class meetings. Journal questions may also be utilized for class discussion, so please attempt to complete your thoughtful responses prior to class. (Due: As specified in Canvas)
- 3. Case Study Discussions:** Students will identify ethical issues and dilemmas while applying ethical principles and ethical decision-making model(s) to answer questions about the cases.
- 4. Exams:** Exams will be objective and include multiple-choice as well as essay. They will not be cumulative. Exams will include assigned reading and lecture material. (Due: As specified in Canvas)
- 5. Live Session Reflection Discussions:** Write a reflection paper for *On Being a Therapist*. Some things you might include are: how the reading has shaped your ideas of counseling and counselors, maintaining a balanced life, and self-care. Since these are your reflections, you may use first person in this paper.
- 6. Assignments (Consent Form):**
This category includes: Consent Form - Based on class discussions and the reading, students will develop an Information and Consent form suitable for use with clients. Please write it from the perspective of a licensed practitioner. 2-5 pages.
- 7. Code of Ethics Presentation:** Students will give a professional presentation to compare, contrast, and analyze the two major Codes of ethics noting the overlapping aspects, the differences and the most important sections according to your understanding as a result of what you have learned in this course.

8. **Attendance and Professionalism** See policies for Attendance and Professionalism below.

APA Papers

All papers written in the Grad Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

APA Style Essentials - Prof. Degelman Vanguard University

(<http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/>) **Psychology with**

Style: A Hypertext Writing Guide (<http://www.uwsp.edu/psych/APA4b.htm>) **The OWL at**

Purdue: APA Style **Links to an external site.**

(<https://owl.english.purdue.edu/owl/section/2/10/>)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the websites for further formatting helps.

Assignment Distribution:

Assignment Category/due dates	Percentage
Attendance and Professionalism	20%
Journal Questions	10%
Case Study Discussions	15%
Exams	20%
Live Session Reflection Discussions	10%

Consent Form	5%
Code of Ethics Presentation	20%

Grading Scale:

Grade Scale Based on Percentage of Points Earned				
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Students must achieve a minimum grade of B- to pass this class.

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.); you have the responsibility to first contact the professor. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the University).

Other Course Specific Information

Ground Rules of the Course

Together we will create a dynamic learning environment where:

1. Learning is challenging but safe
2. Learning is experiential and active
3. Communication is open . . . opposing viewpoints are welcomed
4. All are learners and all are teachers. . . we will learn from each other
5. Mistakes are okay. . . this is a no-guilt, no-blame zone
6. The point is to learn and grow. . . grades are a by-product and not the goal
7. Integrity and honesty are expected

PLNU Spiritual Care

Mission Valley: PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu (<mailto:scortezm@pointloma.edu>).

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

PLNU State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](https://www.pointloma.edu/offices/office-educational-effectiveness/disclosures) (<https://www.pointloma.edu/offices/office-educational-effectiveness/disclosures>) to view which states allow distance education outside California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit

to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See **Graduate Academic and General Policies** (<https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text>) for definitions of kinds of academic dishonesty and for further policy information.

Note: Additionally, include the below if this pertains to your course:

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[MLA Style Center: Citing Generative AI](https://style.mla.org/citing-generative-ai/) (<https://style.mla.org/citing-generative-ai/>)

[APA Style: How to Cite ChatGPT](https://apastyle.apa.org/blog/how-to-cite-chatgpt) (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html)

(<https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>)

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu (<mailto:EAC@pointloma.edu>) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not

retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX (<http://pointloma.edu/Title-IX>). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix (<http://pointloma.edu/title-ix>) or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias (<http://www.pointloma.edu/bias>)

PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online. Synchronous Courses: At least one class meeting takes place at a designated time. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU Attendance

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

PLNU Policy: If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (equivalent to two (2) classes in the MACC program), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Note: If a student incurs a third absence, they may petition the faculty to remain enrolled in class. The faculty will provide a make-up assignment proportionate in length and difficulty to the class missed. This third absence may also result in a referral to the Student Development Committee.

In addition to the university policy, 10% of your course grade will reflect your attendance. Coming to class is mandatory and expected. For semester-long classes, as extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Each subsequent absence will drop this portion of the grade by 5% of the total course points (up to 10%). **For quad-length classes, a student may incur one absence without losing points.** A second absence will incur a 10% deduction, and after a third absence the student will be unenrolled from the class. Note: absences are not categorized as excused or unexcused.

Attending class on time is essential to promote a respectful and professional learning environment. Arriving to class more than 15 minutes late is counted as a tardy. Two tardies count as one absence.

Arriving 30 minutes or more late to a class, or leaving 30 minutes or more early from a class will be considered an absence.

Refer to [Academic Policies \(https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/\)](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/) for additional detail.

Professionalism

Student professionalism will be assessed in each course, constituting 10% of the total

course grade. Professionalism indicators include class participation, interactions with peers and instructors, and self awareness. The full rubric can be found here: [PLNU MACC Online Professionalism Rubric](#).

(https://docs.google.com/document/d/1Egol6_hwmZkU32agM89VL9kz6j3iNEwdarCKjM6d9mU/edit?tab=t.0)

Late Policy

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

Use of Technology

MACC is committed to a distraction-free learning environment. Aside from the computer students are using to attend class other devices (phones, tablets etc) should *remain stored* throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

[The GPS Writing Center](https://my.pointloma.edu/pages/writing-center-gps) (<https://my.pointloma.edu/pages/writing-center-gps>) **offers:**

Zoom Writers Workshops offered each quad on a variety of helpful topics

One-to-one appointments with the Writing Coach

Microlearning YouTube Video Library for helpful tips anytime

[Research Help Guide](https://my.pointloma.edu/pages/research-help) (<https://my.pointloma.edu/pages/research-help>) to help you start your research

The physical office is located on the third floor of the **Mission Valley Regional Center** (<https://maps.app.goo.gl/CRXui8PJUnSkvokC9>) off the student lounge

[Academic Writing Resources Course](https://canvas.pointloma.edu/courses/64301) (<https://canvas.pointloma.edu/courses/64301>) :

Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **[Watch a quick video run-through](#)**

(<https://youtu.be/4H8KTZ4BOaY>)



(<https://youtu.be/4H8KTZ4BOaY>)

and take time now to explore!

Grammarly (<https://my.pointloma.edu/pages/writing-center-gps>) : Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.

Tutoring (<https://my.pointloma.edu/pages/tutoring-gps>) : Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu
(<mailto:GPSWritingCenter@pointloma.edu>)

COURSE SCHEDULE AND ASSIGNMENTS

Week	Topic	Required Reading	Assignment
1	Introductions Syllabus Overview Ethical Decision Making The Cost of Caring Transference/ Countertransference Purpose of Counseling Ethics	Caldwell Ch 1-2; Corey, Ch 1-2; Kottler, Ch 1-3 MACC PM, pp. 1-9 ACA Code: Preamble	Faculty Introduction Video (Sunday) Student self Introduction Discussion (Due Wednesday/Sunday) Journal Question 1 (Due Sunday)
2	Clarifying Your Values Values, Conflicts, and Professional Solutions	Caldwell, Ch 3-4 Corey, Ch 3 Kottler, Ch 4	Discussion: AAMFT & ACA - Initial Reflection (due Wednesday/Sunday) Journal Question 2 (due Sunday)

3	Intricacies of informed consent Telehealth	Corey, Ch 5 Kottler, Ch 5 MACC PM, pp. 10–15 ACA Code: Sections A & C	Exam 1: Chapters 1-3 (due Sunday) Discussion Live Session Reflection (due Wednesday/Sunday) Journal Question 3 (due Sunday)
4	HIPAA and Confidentiality The Counselor as Protector Ethical Case Study: Couples and Secrets Child Abuse Reporting	Caldwell, Ch 5-7 Corey, Ch 6 Kottler, Ch 6–7 MACC PM, pp. 16–18 ACA Code: Section B	Your Informed Consent Form (due Sunday) Discussion Live Session (due Wednesday/Sunday) Reflection Journal Question 4 (due Sunday) Mid-Course Survey (due Sunday) Mid-Course Professionalism Feedback (due Sunday)
5	The Problem of Multiple Relationships, Dealing with Sexual Attraction	Caldwell Ch 11 Corey Ch 7 ACA Ethics - Section D	Exam 2 Case Study 2 Discussion Group
6	The Path to Competent Practice The Path to Licensure Suicide Assessment & Prevention	Corey, Ch 8 Kottler, Ch 8–9 MACC PM, pp. 22–25 ACA Code: Section F	Discussion Live Session Reflection (due Wednesday/Sunday) Journal Question 5 (due Sunday)
7	Your Counseling Style – How Important Is It? Assessment and Diagnosis – How Good Are You Already?	Corey, Ch 10 Caldwell Ch 8, 9, & 12 MACC PM, pp. 26–29 ACA Code: Section H	Exam 3: Ch. 7 & 8 (due Sunday) Case Study 1 Discussion Group (due Sunday)

			Journal Question 6 (due Sunday)
8	<p>Unique Ethical Concerns of Working with Couples and Families</p> <p>Confidentiality Complications</p> <p>"The Things I Wish I Learned in Graduate School" (Wrap-Up Lecture)</p> <p>Ethical Case Study: AI-Assisted Counseling</p>	<p>Kottler, Ch 11</p> <p>Corey, Ch 11</p> <p>MACC PM, pp. 30–39</p>	<p>Discussion: Final Course Reflection (due Wednesday/Sunday)</p> <p>Calif Law Take Home Exam (due Sunday)</p> <p>Exam 4: Ch. 10 & 11 (due Sunday)</p> <p>End-of-Course Evaluation (due Sunday)</p>