

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number PSYC 652 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

New course application: PSYC 652, Counselor Ethics & Professional Identity has been taught twice as a special topics (PSYC 640) course. Effect 2019, the Texas Board of Examiners of Professional Counselors began requiring two (2) courses covering Ethics, Legal Issues and Professional Identity for all applicants pursuing licensure as a Licensed Professional Counselor. Our program has only one course (PSYC 650). This course addresses that deficiency and meets the requirement set forth by the board.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

					COUNCIL ³					
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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COUNCIL ³												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 <i>Signature</i>	3/20/20 <i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

College Academic Council(s)	
 <i>Signature</i>	04/02/2020 <i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Dean(s)	
 Greg Straughm (Apr 2, 2020) <i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Teacher Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

General Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

Undergraduate Academic Council	
<i>Chair's signature</i>	<i>Approval date</i>

Graduate Council	
<i>Chair's signature</i>	<i>Approval date</i>

Provost	
<i>Signature</i>	<i>Approval date</i>

Faculty	
<i>Chair of faculty senate</i>	<i>Approval date</i>

President	
<i>Signature</i>	<i>Approval date</i>

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	PSYC 652
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I. Systems and Catalog Information Complete each item.

1	Course Developer	David P. McNulty
2	Course Instructor	David P. McNulty
3	Course Title	Counselor Ethics & Professional Identity
4	Course Abbreviation for Banner if title is more than 30 characters	Counselor Ethics
5	College	CAS (Graduate)
6	Department or School	Psychology
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	45
8b.	Number of contact hours – lab/activity	
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	N/A
17	Catalog Description (50 words or less)	PSYC 652: Counselor Ethics & Professional Identity is a survey and application of core concepts of professional ethics and identity in the counseling profession. The course is an integral component of graduate professional education and preparation for entering the practice of counseling/counseling psychology across a variety of different settings.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Limited to graduate students in psychology
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	None
20	If the course is cross-listed, specify the Course ID(s)	
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years? All * The course may be offered in Spring or Summer in future years, but only once per academic year.
22b	Will the course be offered in spring terms?	☐ No ☐ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☐ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2020

24	Is this course required for a degree/s?	☒ No ☐ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☐ No ☒ Yes If yes, provide course ID, term, and enrollment: PSYC 640 Spring 2019; PSYC 640 Fall 2018
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	Some overlap with PSYC 650. The Texas licensing board for counselors requires TWO courses in Ethics, Legal Issues and Professional Identity. This 2 nd course fulfills that requirement. Catalog Description for PSYC 650: An overview of the ethical and professional issues in applied psychological fields. Topics addressed include credentialing, ethical standards, legal considerations, professional development, and the role of personal beliefs and values in professional practice.

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

NO CHANGE in degree plan

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

The Texas licensing board for counselors requires TWO courses in Ethics, Legal Issues and Professional Identity. This 2nd course fulfills that requirement. Additionally, this course covers philosophical considerations to a much greater extent than our other Ethics course PSYC 650 which is much more focused on knowing and understanding the specific ethics codes for psychologists and counselors.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

Graduate students in Psychology

2. State the overarching course goal(s) in performance terms.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Students will recognize and evaluate critically various philosophical commitments underlying ethical codes in the counseling professions.	• Student presentations • In-class discussions
2	Students will apply insights from the rich philosophical history of virtue and practical wisdom to ethical decision making in the counseling professions	• Reaction papers • In-class discussions
3	Students will recognize and critically evaluate the unique contributions to ethical conversation and decision making that draw from the Christian faith tradition(s).	• Reaction papers • In-class discussions
4	Students will situate individually-based ethical considerations in a broader social justice, communal context, including sensitivity to issues of power in the therapeutic relationship	• Ethical autobiography essay • In-class discussions
5	Students will gain understanding into individual, “irrational” factors contribute in both potentially positive and negative ways with professional ethical decision making, including personal moral matrices, common biases, therapist self-care/stress factors, etc...	• In-class discussions • Case study review papers
6	Students will demonstrate practical application of ethical principles of therapist self-care	• Student-led self-care guided exercise • Deliberate practice exam

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

See syllabus

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

Department of Psychology
Abilene Christian University

<u>Course:</u>	PSYC 652 –Counselor Ethics & Professional Identity		
<u>Semester offered:</u>	Fall 2020		
<u>Time & location:</u>	R 9:00-11:50 AM, McKinzie 27		
<u>Instructor:</u>	David McAnulty, Ph.D., Professor of Psychology ACU Box 28011 McKinzie Hall 3A david.mcanulty@acu.edu Office: (325) 674-4824; Cell: (325) 660-3066		
<u>Credit hours:</u>	3		
<u>Office hours:</u>	It is best to set up a meeting time by contacting the professor <i>via</i> email		
	M:	10:00 am – 02:00 pm	R: 03:00 pm – 05:00 pm
	T:	12:30 pm – 02:30 pm	F: 01:00 pm – 04:00 pm
	W:	09:00 am – 11:00 am	
<u>Prerequisites:</u>	None		

MISSION STATEMENTS

ACU Mission: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College Mission: The mission of the College of Arts and Sciences is to engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

Department Mission: The mission of the ACU Psychology Department is equipping students with psychological science and practice for Christian Service and leadership throughout the world.

COURSE DESCRIPTION

Catalog Description: Counselor Ethics & Professional Identity is a survey and application of core concepts of professional ethics and identity in the counseling profession. The course is an integral component of graduate professional education and preparation for entering the practice of counseling/counseling psychology across a variety of different settings.

Intended Audience: This course is intended for students accepted into and enrolled in one of the Psychology graduate programs, with a specific focus on professional clinical/counseling work

Unique Christian Perspective: Students enrolled in this course are NOT required to endorse or identify with a Christian faith. Nevertheless, as a course that directly addresses the ethical reasoning and conduct, as well as the identity of counselors, distinctly Christian contributions to those considerations will be covered. In this regard, both Christian ethics and Christian identity will be directly compared to other explicit and implicit models of ethical reasoning and professional identity, including neoliberal, feminist, humanistic and traditional/analytic models.

Learning objectives:

	Competency	Measurement Instrument
1.	Students will recognize and evaluate critically various philosophical commitments underlying ethical codes in the counseling professions.	• Student presentations • In-class discussions
2.	Students will apply insights from the rich philosophical history of virtue and practical wisdom to ethical decision making in the counseling professions	• Reaction papers • In-class discussions
3.	Students will recognize and critically evaluate the unique contributions to ethical conversation and decision making that draw from the Christian faith tradition(s).	• Reaction papers • In-class discussions
4.	Students will situate individually-based ethical considerations in a broader social justice, communal context, including sensitivity to issues of power in the therapeutic relationship	• Ethical autobiography essay • In-class discussions
5.	Students will gain understanding into individual, “irrational” factors contribute in both potentially positive and negative ways with professional ethical decision making, including personal moral matrices, common biases, therapist self-care/stress factors, etc...	• In-class discussions • Case study review papers
6.	Students will demonstrate practical application of ethical principles of therapist self-care	• Student-led self-care guided exercise • Deliberate practice exam

COURSE POLICIES

1. **Attendance:** Students are expected to attend all class meetings. In a course focused on professional ethics (including responsibility) and professional identity, unexcused absences & tardiness may negatively impact a student's grade.
2. **Participation:** Students are expected to actively participate in daily course discussions, showing evidence of not only familiarity with the required readings for each class, but also personal reflection regarding the material.
3. **Late assignments:** Late assignments will be accepted and graded, with a 5-point deduction per day late.
4. **Technology use:** Use of laptops and personal electronics is permitted in the course. Nevertheless, an expectation of professionalism remains and use of electronics unrelated to the course may result in a grade reduction.

COURSE CONTENT/REQUIRED READINGS

There is no one required textbook in the course. However, all students are required to read ALL the following readings, as well as any additional readings added at a later date. A schedule for the readings is provided in the course calendar.

Introductory Material: Wisdom & Counseling Ethics

- Bashe, A., Anderson, S.K., Handelsman, M.M. & Klevansky, R. (2007). An acculturation model for ethics training: The ethics autobiography and beyond. *Professional Psychology: Research and Practice*, 38(1), 60-67. doi:10.1037/0735-7028.38.1.60
- Baum-Baicker, C., & Sisti, D. A. (2012). Clinical wisdom in psychoanalysis and psychodynamic psychotherapy: A philosophical and qualitative analysis. *Journal of Clinical Ethics*, 23(1), 13-27.
- Fowers, B.J. (2003). Reason and human finitude: In praise of practical wisdom. *American Behavioral Scientist*, 47(4), 415-426. doi:10.1177/0002764203256947
- Knapp, S., Gottlieb, M.C., & Handelsman, M.M. (2018). The benefits of adopting a positive perspective in ethics education. *Training and Education in Professional Psychology*, 12(3), 196-202. doi:10.1037/tep0000195
- Knapp, S., Handelsman, M.M., Gottlieb, M.C., & VandeCreek, L.D. (2013). The dark side of professional ethics. *Professional Psychology: Research and Practice*, 44(6), 371-377. doi:10.1037/a0035110
- Rogerson, M.D., Gottlieb, M.C., Handelsman, M.M., Knapp, S., & Younggren, J. (2011). Non-rational processes in ethical decision making. *American Psychologist*, 66(7), 614-623. doi:10.1037/a0025215

Deliberate Practice as a Model for Ethical Training

Rousmaniere, T.G. (2016). *Deliberate Practice for Psychotherapists: A Guide to Improving Clinical Effectiveness*. New York: Routledge Press (Taylor & Francis)

Boundaries in the Psychotherapy/counseling Relationship

Audet, C.T. (2011). Client perspectives of therapist self-disclosure: Violating boundaries or removing barriers? *Counselling Psychology Quarterly*, 24(2), 85-100.
doi:10.1080/09515070.2011.589602

Birrell, P.J. (2006). An ethic of possibility: Relationship, risk, and presence. *Ethics & Behavior*, 16(2), 95-115. Retrieved from <http://ezproxy.acu.edu:2052/login.aspx?direct=true&AuthType=sso&db=ccm&AN=106253666&site=eds-live&scope=site&custid=s8479690>

Birrell, P.J. & Bruns, C.M. Ethics and relationship: From risk management to relational engagement. *Journal of Counseling & Development*, 94(4), 391-397.
doi:10.1002/jcad.12097

McAnulty, D.P. (no date). *Salutary boundary crossings for Borderline Personality Disorder? A case for incarnation ethics*. Unpublished manuscript.

Kessler, L.E. & Waehler, C.A. (2005). Addressing multiple relationships between clients and therapists in lesbian, gay, bisexual, and transgender communities. *Professional Psychology: Research and Practice*, 36(1), 66-72. doi:10.1037/0735-7028.36.1.66

Kroll, J. (2001). Boundary violations: A culture-bound syndrome. *The Journal of the American Academy of Psychiatry and the Law*, 29(3), 274-283. Retrieved from <http://ezproxy.acu.edu:2052/login.aspx?direct=true&AuthType=sso&db=psych&AN=2001-18948-001&site=eds-live&scope=site&custid=s8479690>

Speight, S.L. (2012). An exploration of boundaries and solidarity in counseling relationships. *The Counseling Psychologist*, 40(1), 133-157. doi:10.1177/0011000011399783

Staal, M.A. & King, R.E. (2000). Managing a multiple relationship environment: The ethics of military psychology. *Professional Psychology: Research and Practice*, 31(6), 698-705.
doi:10.1037/0735-7028.31.6.698

Zur, O. (2017). *Multiple relationships in psychotherapy and counseling: Unavoidable, common, and mandatory dual relations in therapy*. (O. Zur, Ed.). New York, NY: Routledge Press (Taylor & Francis)

Philosophical Considerations and Counselor Ethics

Hansen, J.T. (2010). Consequences of the postmodernist vision: Diversity as the guiding value for the counseling profession. *Journal of Counseling and Development*, 88(1), 101-107. Retrieved from <http://ezproxy.acu.edu:2052/login.aspx?direct=true&AuthType=sso&db=ccm&AN=108035272&site=eds-live&scope=site&custid=s8479690>

- Hansen, J.T. (2006). Counseling theories within a postmodernist epistemology: New roles for theories in counseling practice. *Journal of Counseling and Development*, 84(3), 291-297. Retrieved from <http://ezproxy.acu.edu:2052/login.aspx?direct=true&AuthType=sso&db=ccm&AN=104323762&site=eds-live&scope=site&custid=s8479690>
- Medlock, G. (2012). The evolving ethic of authenticity from humanistic to positive psychology. *The Humanistic Psychologist*, 40, 38-57. doi:10.1080/08873267.2012.643687
- Pomerantz, A.M. (2012). Ethical? Toward whom? *American Psychologist*, 67(4), 324-326. doi:10.1037/a0028119
- Sugarman, J. (2015). Neoliberalism and psychological ethics. *Journal of Theoretical and Philosophical Psychology*, 35(2), 103-116. doi:10.1037/a0038960
- Walsh, R.T.G. (2015). Introduction to ethics in psychology: Historical and philosophical grounding. *Journal of Theoretical and Philosophical Psychology*, 35(2), 69-77. doi:10.1037/teo0000015

Power in the Therapy/Counseling Relationship

- Fors, M. (2018). *A grammar of power in psychotherapy: Exploring the dynamics of privilege*. Washington, DC: American Psychological Association. doi:10.1037/0000086-001
- Heil, J. (2016). Sport advocacy: Challenge, controversy, ethics, and action. *Sport, Exercise, and Performance Psychology*, 5(4), 281-295. doi:10.1037/spy0000078
- Lazarus, A.A. (1994). The illusion of the therapist's power and the patient's fragility: My rejoinder. *Ethics & Behavior*, 4(3), 299-306. doi:10.1207/s15327019eb0403_17
- Morissey, M.B.Q. (2018). Challenging power structures of the academy that marginalize and silence women: A call to resistance and social action – psychology's ethical mandate. *The Humanistic Psychologist*, 46(4), 344-360. doi:10.1037/hum0000121
- Walsh, R.T.G. (2015). Bending the arc of North American psychologists' moral universe toward communicative ethics and social justice. *Journal of Theoretical and Philosophical Psychology*, 35(2), 90-102. doi:10.1037/teo0000011

Self-Care for the Counselor

- Dorociak, K.E., Rupert, P.A., & Zahniser, E. (2017). Work life, well-being, and self-care across the professional lifespan of psychologists. *Professional Psychology: Research and Practice*, 48(6), 429-437. doi:10.1037/pro0000160
- Maher, E.L. (1989). Burnout: Metaphors of destruction and purgation. *Soundings: An Interdisciplinary Journal*, 72(1), 27-37. Retrieved from <http://www.jstor.org/stable/41178463?origin=JSTOR-pdf>
- Norcross, J.C. (2000). Psychotherapist self-care: Practitioner-tested, research-informed strategies. *Professional Psychology: Research and Practice*, 31(6), 710-713. doi:10.1037/10735-7028.31.6.710

Santana, M.C. & Fouad, N.A. (2017). Development and validation of a self-care behavior inventory. *Training and Education in Professional Psychology, 11*(3), 140-145. doi:10.1037/tep0000142

Wise, E.H., Hersh, M.A., & Gibson, C.M. (2012). Ethics, self-care, and well-being for psychologists: Reenvisioning the stress-distress continuum. *Profession Psychology: Research and Practice, 43*(5), 487-494. doi:10.1037/a0029446

Social Justice and Counseling

Allen, L.R., & Dodd, C.G. (2018). Psychologists' responsibility to society: Public policy and the ethics of political action. *Journal of Theoretical and Philosophical Psychology, 38*(1), 42-53. doi:10.1037/teo0000077

Martín-Baró, I. (1991). Towards a liberation psychology. In *Towards a society that serves its people: the intellectual contribution of El Salvador's murdered Jesuits* (pp. 319–332). Retrieved from <http://ezproxy.acu.edu:2052/login.aspx?direct=true&AuthType=sso&db=rfh&AN=ATLA0001198861&site=eds-live&scope=site&custid=s8479690>

O'Doherty, K.C. (2015). Social justice, psychology, and outdated epistemologies: commentary on Sugarman, Stam, Teo, and Walsh. *Journal of Theoretical and Philosophical Psychology, 35*(2), 135-139. doi:10.1037/teo0000017

Parker, I. (2015). Towards critical psychotherapy and counselling: What can we learn from critical psychology (and political economy)? In D. Loewenthal (Ed.), *Critical psychotherapy, psychoanalysis and counselling: Implications for practice*. (pp. 41–52). New York, NY: Palgrave Macmillan.

Richardson, F.C., Bishop, R.C., & Garcia-Joslin, J. (2018). Overcoming neoliberalism. *Journal of Theoretical and Philosophical Psychology, 38*(1), 15-28. doi:10.1037/teo0000071

Virtue and Morality in Counseling

Christopher, J.C. (1996). Counseling's inescapable moral visions. *Journal of Counseling and Development, 75*(1), 17-25. Retrieved from <http://ezproxy.acu.edu:2052/login.aspx?direct=true&AuthType=sso&db=ccm&AN=108034822&site=eds-live&scope=site&custid=s8479690>

Cushman, P. (1993). Psychotherapy as moral discourse. *Journal of Theoretical and Philosophical Psychology, 13*(2), 103-113. doi:10.1037/h0091120

Dueck, A., & Reimer, K. (2003). Retrieving the virtues in psychotherapy: Thick and thin discourse. *American Behavioral Scientist, 47*(4), 427-441. doi:10.1177/0002764203256948

Greifinger, J. (1995). Therapeutic discourse as moral conversation: Psychoanalysis, modernity, and the ideal of authenticity. *The Communication Review, 1*(1), 53-81. Retrieved from <http://ezproxy.acu.edu:2052/login.aspx?direct=true&AuthType=sso&db=eric&AN=EJ509805&site=eds-live&scope=site&custid=s8479690>

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ASSESSMENT & GRADING

Assessment activities: Explain what kind of assessment activities you have in this class, how you grade them, and how you will weigh groups of grades. Also explain whether you have some non-graded, formative evaluation activities in your course.

Assessment Activities	Grades Possible	Weighting
Attendance and Participation	100	10%
Ethical autobiography essay	200	20%
5 reaction/case study papers	500	50%
Deliberate practice exam	100	10%
Class presentation (100 points)	100	10%
Total	1000	100%

Final grade calculation: Explain how you calculate the letter grade based on the grading. Tip: In your Canvas course, you can customize your grading schema to reflect your calculation method.

Range of Points	Final Letter Grade
90%-100%	A

80%- 89%	B
70%-79%	C
60%-69%	D
Below 59%	F

Rules for discussing grades: Students are entitled to a clear, fair and understandable grading policy, and as such, are encouraged to address any concerns about grades directly with the professor, in private. In-class discussions about grades are discouraged, as these represent private information and should be regarded as such.

UNIVERSITY POLICIES

ADA Compliance Policy: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email alpha@acu.edu call their office directly at 325-674-2667.]

Academic Integrity Policy: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#)."

Anti-Harassment Policy: As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

COURSE CALENDAR

Week	Date	Topic	Assignment
1.	08/27/2020	Course introduction	
2.	09/03/2020	Philosophical commitments of ethical codes, Pt.1	Readings Self-care guided exercise
3.	09/10/2020	Philosophical commitments of ethical codes, Pt.2	Reaction paper #1
4.	09/17/2020	Wisdom in counseling ethics, Pt.1	Readings Self-care guided exercise
5.	09/24/2020	Wisdom in counseling ethics, Pt.2	Reaction paper #2
6.	10/01/2020	Virtue & morality in counseling, Pt. 1	Readings Self-care guided exercise
7.	10/08/2020	Virtue & morality in counseling, Pt. 2	Reaction paper #3
8.	10/15/2020	Social Justice in counseling	Readings Self-care guided exercise
9.	10/22/2020	Power & the therapeutic relationship	Readings Reaction paper #4
10.	10/29/2020	Boundaries in counseling	Readings Case study paper #5
11.	11/05/2020	Justice, power & boundaries(section wrap-up)	Self-care guided exercise
12.	11/12/2020	Ethics of self-care	Readings
13.	11/19/2020	Ethics of self-care	Student Presentations
14.	11/26/2020	THANKSGIVING BREAK	
15.	12/03/2020	Deliberate practice: model for ethics training	Readings + Exam Self-care guided exercise
16.	12/10/2020	FINAL EXAM	Ethical autobiography Essay

Dr. David McAnulty
McKinzie Hall 3A
david.mcanulty@acu.edu

February 27, 2020

Re: Review of PSYC652

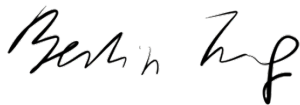
Dear Dr. McAnulty,

Thank you for submitting the application for course *PSYC652: Counselor Ethics & Professional Identity*. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.

Sincerely,

A handwritten signature in black ink, appearing to read "Ben Huff". The signature is fluid and cursive, with the first name "Ben" and the last name "Huff" clearly distinguishable.

Director of Instructional Design, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 26, 2020
TO: Dr. David McAnulty
FROM: Mark McCallon, Associate Dean for Library Information Resource
RE: Course Application for PSYC 652 – Counselor Ethics and Professional Identity

After reviewing the course application and syllabus, the Library can support the proposed course. Thank you for letting us review the course proposal.

ABILENE CHRISTIAN UNIVERSITY

Educating Students for Christian Service and Leadership Throughout the World

Department of Psychology

McKinzie Hall 125, ACU Box 28011, Abilene, Texas 79699-8011
325-674-2310 • Fax 325-674-6968



To Whom it May Concern:

The Department of Psychology supports the new course application for PSYC 652, Counselor Ethics and Profession Identity. This course has been developed by David McNulty as a part of our coursework for the MS in Counseling Psychology. We have taught the course for two years due to expanded requirements from the Texas State Board of Licensed Professionals, which now require two separate ethics courses. The courses have the potential to overlap, so please review our attention to creating distinct courses.

PSYC 650, Ethics and Issues in Professional Psychology

CATALOG: An overview of the ethical and professional issues in applied psychological fields. Topics addressed include credentialing, ethical standards, legal considerations, professional development, and the role of personal beliefs and values in professional practice.

Course Content:

- Study of the APA Ethical Principles and Code of Conduct and the American Counseling Association as well as comparison with other codes such as Social Work.
- Application of ethical codes with emphasis on case studies and legal issues.
- Analyze selected social and economic issues as they relate to the practice of psychology
- Consideration of diversity and discrimination in identifying and resolving ethical dilemmas
- Analyze contemporary professional ethics within biblical context

PSYC 652, Counselor Ethics and Profession Identity

CATALOG: Counselor Ethics and Profession Identity is a survey and application of core concepts of professional ethics and identity in the counseling profession. The course is an integral component of graduate professional education and preparation for entering the practice of counseling/counseling psychology across a variety of different settings.

Course Content:

- Philosophical underpinnings of the ethical codes
- Virtue in decision making
- Christian ethics
- Therapist identity
- Therapist self-care

Be assured, we are taking care to keep the courses differentiated.

For the Department of Psychology,

Richard Beck,

Chair, Department of Psychology