

**COUN 7400 (section 002)**  
**Orientation to the Profession of**  
**Counseling**

*Fall 2010*

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**Department of Special Education,  
Rehabilitation, Counseling/School  
Psychology**

**College of Education**

**INSTRUCTOR INFORMATION:**

**Chippewa M. Thomas, Ph.D.**  
**Associate Professor and CMHC**  
**Program Coordinator**  
**2068 Haley Center**  
**thoma07@auburn.edu**  
**334-844-2895**

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**OFFICE HOURS:**

**By appointment**

**COLLEGE OF EDUCATION**



Faculty, staff and students  
strive to prepare and be professionals who are:

*Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

*Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

*Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



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**UNIVERSITY**

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**AUBURN UNIVERSITY  
SYLLABUS**

1. **Course Number:** COUN 7400-002  
**Course Title:** Orientation to the Profession of Counseling  
**Credit Hours:** 3 Semester hours  
**Prerequisites:** None  
**Co-requisites:** None  
**Semester/Year:** Fall 2010  
**Class Scheduled Meeting:** Mondays, 4:00-6:50 PM, Haley Center 1212  
  
**Course Instructor:** Chippewa Thomas, Ph.D., LPC, NCC  
Associate Professor and CMHC Program  
Coordinator  
**Office:** 2068 Haley Center  
**Contact:** [thoma07@auburn.edu](mailto:thoma07@auburn.edu)  
334-844-2895  
**Office Hours:** By Appointment
2. **Date Syllabus Prepared:** August 2009, Revised July 2010, Revised August 2010
3. **Text(s):**  
**Required:**  
  
American Psychological Association [APA] Publication Manual (6<sup>th</sup> ed.)  
  
Echterling, L. G., Cowan, E., Evans, W. F., Staton, A. R., Viere, G., McKee, J. E.,  
Presbury, J. & Stewart A. L. (2002). 2 ed., *Thriving: A manual for  
students in the helping professions*. Houston, TX: Houghton Mifflin  
Company.  
  
Gladding, S.T. (2009). *Counseling: A comprehensive profession*. (6<sup>th</sup> ed.). Upper  
Saddle River, NJ: Pearson Education, Inc.  
  
Remley, Jr., T. P., & Herlihy, B. (2007). *Ethical, legal, and professional issues  
in counseling* (updated 2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Merrill  
Prentice Hall.
4. **Course Description:**  
  
The course examines the philosophical and historical foundation of the counseling profession and multiple roles, responsibilities, and issues that confront counseling professionals across a variety of work settings as well as in some specific counseling settings. This includes but is not limited to professional orientation and identity, legal and ethical issues, and counseling knowledge and skills that serve

as the foundation for further development in the course of future study. Ultimately, students are expected to enhance their development as competent, committed and reflective professionals upon the completion of this course.

By the end of this course the student will be able to articulate in 1-3 sentences: “What does it mean to be a counselor?” If you were asked by a stranger or a non-counselor you need to be able to explain what it is you do and why it is important. As a profession and individual, it is important to have a strong professional identity. This course will provide the foundational beginnings of your quest in defining this.

**5. Student Learning Outcomes:**

Upon completion of this course, students will be able to demonstrate these learning outcomes:

- A. Outline the history and professional foundations of counseling CACREP.2.K.1.a;
- B. Recognize professional counseling organizations and their roles and involve in appropriate professional organizations CACREP.2.K.1.d; CACREP.4.A.5; CACREP.5.C.2.d
- C. Identify counselor roles, responsibilities, and issues related to professional development. CACREP.2.K.1.b;
- D. Identify the specialization areas and credentials within the counseling profession CACREP.2.K.1.d; CACREP.2.K.1.e
- E. Apply the guidelines for reviewing, writing, and using professional counseling resources and research CACREP.2.K.8.c;
- F. Identify and apply professional ethics and guidelines for responding to ethical conflicts CACREP.2.K.1.h;
- G. Demonstrate the ability to use technology to enhance counseling awareness, knowledge and skills CACREP.2.K.8.c; NCATE.5.B
- H. Discuss the issues related to counseling in a pluralistic society CACREP.2.B.1; CACREP.2.K.2; NCATE.5.B
- I. Demonstrate knowledge and skills, and awareness necessary to practice counseling in a diverse society CACREP.2.B.1; CACREP.2.K.2; NCATE.5.B
- J. Gain insights into the need of advocacy for clients who experience individual and systems barriers that may impede educational, social, personal and/or psychological development CACREP.2.K.1.f ;
- K. Reflect on their professional activities through critical thinking; NCATE.5.B

6. **Course Content Outline:**

<b>Date</b>	<b>Class Topic</b>	<b>Reading &amp; Quiz Due</b>	<b>Assignment Due</b>
08/23	Introduction, Syllabus, Overview	None	Group formation
08/30	<ul style="list-style-type: none"> <li>Departmental new student orientation meeting (HC 2206)</li> <li>History of and Trends in Counseling</li> </ul>	Gladding: Chapter 1  Echterling: Chapter 1	None
09/06	<b>NO CLASS: LABOR DAY</b>		
09/13	<ul style="list-style-type: none"> <li>Research Training Session (Nancy Noe – Ralph B. Draughon Library)</li> <li>Reviewing, Writing and Using Professional Counseling Research and Resources</li> </ul>	Gladding: Chapter 1 and Publication Manual APA  Echterling: Chapter 2	None
09/20	<ul style="list-style-type: none"> <li>Personal and Professional Aspects of Counseling</li> <li>Professional Disclosure Statement</li> </ul>	Gladding: Chapter 2  Echterling: Chapter 3	None
09/27	<ul style="list-style-type: none"> <li>Ethical and Legal Aspects of Counseling</li> <li>Ethical Decision Making Model</li> <li>ACA Code of Ethics</li> </ul>	Gladding: Chapter 3 and Appendix A  Echterling: Chapter 4	<ul style="list-style-type: none"> <li><u>Professional Disclosure Statement Due</u></li> </ul>
10/04	<ul style="list-style-type: none"> <li>Professional Organizations, License Certification</li> </ul>	Gladding: Appendix D  Echterling: Chapter 5	None
10/11	<ul style="list-style-type: none"> <li>Accreditation CACREP</li> <li>Social Cultural Diversity</li> </ul>	2009 CACREP STANDARDS Gladding: Chapters 4 & 5	<ul style="list-style-type: none"> <li><u>ABP – School Counseling</u></li> <li><u>APB – Student Affairs and College Counseling</u></li> </ul>

		Echterling: Chapter 6	
10/18	<ul style="list-style-type: none"> <li>Human Growth and Helping Relationships</li> </ul>	Gladding: Chapters 6, 7, & 8	<ul style="list-style-type: none"> <li><u>ABP – ADDICTION COUNSELING</u></li> <li><u>ECSP</u></li> </ul>
10/25	<ul style="list-style-type: none"> <li>Career and Group</li> </ul>	Gladding: Chapters 15 & 11  Echterling: Chapter 7	<ul style="list-style-type: none"> <li><u>ABP – Career Counseling</u></li> <li><u>ECSP</u></li> </ul>
11/01	<ul style="list-style-type: none"> <li>Research &amp; Program Evaluation and Assessment</li> </ul>	Gladding: Chapters 13 & 14  Echterling: Chapter 8	<ul style="list-style-type: none"> <li><u>ABP – Clinical Mental Health Counseling</u></li> <li><u>ECSP</u></li> </ul>
11/08	<ul style="list-style-type: none"> <li>Advocacy Counseling</li> </ul>	Handouts  Echterling: Chapter 9	<ul style="list-style-type: none"> <li><u>ABP – Marriage and Family Counseling</u></li> <li><u>ECSP</u></li> </ul>
11/15	<ul style="list-style-type: none"> <li>Review Professional Development Plans</li> <li>What <i>DOES</i> it mean to be a COUNSELOR?</li> </ul>	Exam Preparation	<ul style="list-style-type: none"> <li><u>ABP – Rehabilitation Counseling</u></li> <li><u>ECSP</u></li> <li><u>Professional Development Plan (PDP) Due</u></li> </ul>
11/22	NO CLASS: THANKSGIVING BREAK		
11/29	Final Exam	None	<ul style="list-style-type: none"> <li><u>Professional Activities Review Due (submit electronically)</u></li> </ul>

\*\*ABP – Annotated Bibliography Presentation of Counseling Specialties

\*\*ECSP – Ethical Case Study Presentation

## 7. Assignments/Projects:

### A. ANNOTATED BIBLIOGRAPHY AND PRESENTATION OF COUNSELING SPECIALTIES

Students (*paired or in groups of 3*) will be assigned a Counseling Specialties topic. Students will research and review professional literature and texts related to

the topic. Include relevance/significance of each of the selected articles to your topic in a clear and concise manner.

You will annotate a minimum of 7 resources, keeping in mind the following format:

- Citation (APA, 6<sup>th</sup> ed.)
- Summarization (1 paragraph)
- Assess (1 paragraph)
- Reflection (1 paragraph)

See the following website for writing an annotated bibliography:

<http://owl.english.purdue.edu/owl/resource/614/1/>

Students will develop a PowerPoint Presentation and facilitate class discussion within a 45 minute presentation time. Further instructions for PowerPoint presentations will be given in class. **A copy of the Annotated Bibliography and PowerPoint Presentation should be provided for instructor and all students in the class.**

## **B. LEGAL AND ETHICAL CASE STUDY**

### **Group Project**

Groups will be assigned an ethical and legal case study. The group will develop responses to these cases following the **decision-making format** used in class. You are asked to address the critical issues in the case using this format. It is important that you include specific reference to the ACA Ethical guidelines and articles (a minimum of 5) written in the topic related to the case. Each group will be required to do a PowerPoint presentation of their outcomes and facilitate class discussion within a total of 45 minutes presentation time.

**Artifact:** One 4-6 page (not including cover and evaluation) case study and a copy of the handout for PowerPoint presentation. Your analysis should follow the decision-making format and include references and implications for counselor and client. Describe brief descriptions of each group member's contribution to this assignment and provide evaluations for each member.

## **C. PROFESSIONAL DEVELOPMENT ACTIVITIES**

These activities demonstrate involvement in and awareness of professional development activities as they relate to developing knowledge and skills as a counselor.

1. Attendance at a professional **conference** or **workshop**. The recommended conference is the Alabama Counseling Association Conference. Other conferences or workshops require permission by the instructor.

**Artifact: Write a 2 page typed overview of the conference including (50 points):**

- Sessions you attended;
- What you found to be beneficial;
- Session(s) or content you did not feel beneficial;
- Your overall evaluation of the conference.

2. Attend a professional counseling **organization meeting**. Several will be identified throughout the semester. ***Please note: There is a distinct difference between a workshop/conference and an organization meeting.***

**Artifact:** Provide some verification that you attended the meeting (50 points).

#### **D. PROFESSIONAL IDENTIFICATION PROJECT**

The purpose of this project is to assist in the development and identification of one's professional identification.

1. Students will be required to develop a professional disclosure statement. Several examples and formats will be given in class.

**Artifact:** Professional Disclosure Statement (50 points)

2. This requires the development of a plan that identifies professional and educational goals for the next five years. The format for completing this assignment will be discussed in class.

**Artifact:** Professional Development Plan (50 points)

#### **8. Rubric and Grading Scale:**

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past the due date. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

Students in this course are required to complete the specified course requirements. Student's final evaluation is based on these components.

- |  |     |
|--|-----|
| • Legal and Ethical Case Study Paper                       | 200 |
| • Power Point Presentation of Legal and Ethical Case Study | 100 |
| • Annotated Bibliography of Counseling Specialties         | 100 |
| • PowerPoint Presentation of Counseling Specialties        | 50  |
| • Professional Development Activities                      |     |
| ○ Conference/Workshop                                      | 150 |

○ Organization	50
• Professional Disclosure Statement	50
• Professional Development Plan	50
• Final Exam	50
<b>TOTAL</b>	<b>800 Points</b>

The following grading scale will be used:

720 - 800	=A
640 – 719	=B
560 - 639	=C
480 - 559	=D
Below 480	=F

## 9. Class Policy Statements:

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. ***One unexcused absence will be permitted for the semester. Each additional unexcused absence will result in a reduction of one letter grade at the end of the semester.*** Please see the *Tiger Cub* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.



4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
  - a. Engage in responsible and ethical professional practices
  - b. Contribute to collaborative learning communities
  - c. Demonstrate a commitment to diversity
  - d. Model and nurture intellectual vitality

#### **10. Justification for Graduate Credit:**

This course includes advanced content crisis intervention. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.