

COUN 7400 (section 001)
**Orientation to Professional
Counseling**

Fall 2013

**Special Education,
Rehabilitation and Counseling**

College of Education

INSTRUCTOR INFORMATION:

**Sherrionda H. Crawford, Ph.D.,
LPC**

**Adjunct Professor
2002 Haley Center
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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



Orientation to Professional Counseling (3 semester hours)

Course Syllabus

Fall 2013

1. General Information

Instructor: Sherrionda H. Crawford, Ph.D., LPC, NCC
Office: Haley Center 2002
Office Phone: Wed-745-9737 (email is the preferred mode of contact)
Office Hours: By appointment
Email: smh0024@tigermail.auburn.edu and by appointment
Class meetings: 4:00-6:50 Monday, **HC 3104**
Prerequisites: None
Co-requisites: None

2. Date Syllabus Prepared: August 2013

3. Required Texts:

Required:

Remly, T. & Herlihy, B. (2009). *Ethical, Legal & Professional Issues in Counseling* (3rd. Ed.). Prentice Hall

Recommended:

Publication Manual of the American Psychological Association, Sixth Edition (2009). American Psychological Association

Hazler, R. J. & Kottler, J. A. (2005). *The Emerging Professional Counselor* (2nd Ed.). ACA; Alexandria, VA

4. Course Description: Theories, skills, models and methods used in counseling supervision including evaluation and assessment of counseling outcomes and skills.

5. Student Learning Outcomes:

Upon completion of this course, students will gain an understanding of:

1. History and philosophy of the counseling profession (CACREP II.G.1.a)
2. Professional roles, functions, and relationships with other human service providers (CACREP II.G.1.b)
3. Self-care strategies appropriate to the counselor role (CACREP II.G.1.d)
4. Professional organizations, including membership benefits, activities, services to members, and current issues (CACREP II.G.1.f)
5. Professional credentialing including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.(CACREP II.G.1.g)
6. The role and process of the professional counselor in advocating on behalf of the profession (CACREP II.G.1.h)
7. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.G.1.i)
8. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II.G.1.j)
9. The importance of research in advancing the counseling profession (CACREP II.G.8.a.)

10. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research (CACREP II.G.8.b)
11. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (CACREP II.G.2.a)
12. Counselor's roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body (CACREP II.G.2.e)

6. Course Content Outline:

Week 1: Class Introduction

Week 2 & 3: CED Program Orientation
Preparing to be Successful as a Masters Student

- Practicum and Internship
- Professional writing and research
- Promoting professional advocacy/development

Week 4: History and Trends in Counseling

- Exploring Professional Identification
- History and Development of Counseling
- Defining the role of a counselor
- Professional Organization
- Trends in counseling

Professional Trends and Issues Assignment Due 9/23

Week 5: Counselor Specialization and Professional Development

- Licensure and credentialing
- Counseling settings
- Specialization

Week 6: Professional Identification

- Developing a professional identification
- Understanding the roles of a counselor
- Understanding the counseling process

Weeks 7: Defining the roles of a counselor

- Self-care and professional behavior
- Professional advocacy

Week 8-13 Ethical and Legal Issues in Counseling

- ACA Ethical Standards
- Ethical Decision-making
- Professional Disclosure
- Ethical and Legal Responsibilities

Professional Identification Project Due 11/ 11

- **Ethical Case Presentations and Discussions (11/18 & 12/2)**
- **Professional Development Activity Due (12/2)**

7. Assignments/Projects:

1. Professional Trends and Issues

You are asked to identify one current trend, issue or counseling focus that is a component of the changing identity of counseling and counselor responsibilities. All papers should follow APA format, you must use at least 5-8 resources. Based on this topic you are asked to develop a 5 page paper (reference and title page are not included) that addresses these questions:

- Identify the issue (trend/focus) and discuss what factors, concerns, or trends in our communities, society or globally have contributed to this issue.
- Discuss some of the recommendations in the literature about how counselors can address or help address this issue.
- Discuss your perspective on this issue as a developing counselor. This may include your professional training, future goals, or concerns.
- In the class dropbox folder you are asked to submit a resource page that includes recommended resources and paragraph that describes the central issues. On the folder submission you are asked to include your last name and title.

2. Legal and Ethical Case Study Group Project

Each group will be provided a case study to complete their legal and ethical case study presentation. Groups will be required to submit a case response using an ethical and legal decision making model (to be provided in class). In addition, groups will be required to submit a resource page that provides resources used for developing their response. On the presentation day each group will be provided 10-15 minutes to discuss the central issues of their case and respond to questions.

All students will be provided all cases in advance so they will be aware of other groups' cases. It is expected that each group will develop *at least one question* for the other groups' cases. These questions are to be submitted with your group's case study presentation materials.

3. Professional Development Activity

Students will be asked to attend at least 2 professional development activities during the semester. These may include professional meetings, professional conferences, workshops or other professional development activities. Write a 2-3 page typed overview of the activity including the following:

- Identify the professional development activity
- What did you learn or how was the content beneficial
- How might you integrate or use this information as you develop as a counselor
- Your overall evaluation of the professional development activity

4. Professional Identification Project

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

- I. Professional Disclosure Statement – Develop your own professional disclosure statement using the examples provided in class
- II. Professional Development Plan - Develop a plan that identifies your professional and educational goals for the next five years. Format will be provided in class

8. Rubrics and Grading Scale:

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

| | |
|---------------------------------------|-----|
| Professional Trends and Issues | 25% |
| Legal and Ethical Case Study | 25% |
| Professional Development Activity (2) | 25% |
| Professional Identification Project | 25% |

Total 100% total

The following scale will be used:

| | |
|-----------|-----|
| 90-100% | = A |
| 80-89.9% | =B |
| 70-79.9% | =C |
| 60-69.9% | =D |
| Below 60% | =F |

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.

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. 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 limited 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 on pedagogical methods in counselor education. 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.