COUN 7400: Orientation to the Profession of Counseling

**SYLLABUS | Fall 2014**

Mondays | 4:00-6:50pm | Haley 2212

**Course Information:**

Professor: Virginia Dawson Lacy, PhD, NCC

Office Hours: By appointment or via phone

Phone: 334.244.3258

Email: dawsovp@auburn.edu (For emergencies: vlacy@aum.edu)

**Required Texts and Materials:**

Remly, T. & Herlihy, B. (2009). *Ethical, Legal & Professional Issues in Counseling* (4th. Ed.). Prentice Hall

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

Association

**Course Description:**

This course will provide an overview to the counseling profession. Students will learn about counselors’ professional identities, professional organizations and credentialing, as well as the legal, ethical, and multicultural mandates governing the profession.

**Course Objectives:**

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

1. History and philosophyof the counseling profession (CACREP II.G.1.a)
2. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications (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)

**Course Requirements**

Professional Reflections: 4 @ 25pts.

Professional Trends and Issues Paper: 50pts.

Professional Development Activity: 50 pts.

Legal and Ethical Case Study Group Project: 100pts.

Professional Identification Project: 100 pts.

Total Points Available: 400pts.

**Assignments/Projects:**

1. **Professional Trends and Issues**

You are asked to identify an issue related to counseling practice, legal and ethical issues, trends in counseling, advocacy, diversity, employment in counseling or counselor training. It is important that it be a topic that you are interested in and will be willing to discuss in class. You are asked to develop a **3-5 page** (double spaced) paper addressing these aspects of the issue:

* Identify the issue and what you consider to be the most significant aspects of this issue for counselors and/or counselors-in-training. This may include what research and other sources say about this issue.
* Discuss any recommendations you reviewed or identified about how counselors or those working with counselors can address or help address this issue.
* Discuss your perspective on this issue as a developing counselor. This may include professional training, future goals, or concerns. Please consider reflecting on what you learned and how this might influence your own develop as a counselor.
* Your paper must include at least 5 articles from counseling journals, online sources are ok but should supplement these articles.
* Follow appropriate APA guidelines for references and citations.

1. **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 Reflection/Discussion Activities:** Students will be required to complete a series of reflection activities. These activities are linked to specific course lectures, discussion and in-class activities and professional readings. Reflections are to be 1 to 1-1/2 pages double spaced and will focus on the specific prompts provided in class. Reflections are due on the dates outlined in the syllabus.

1. **Professional Development Activity**

Students will be asked to attend one professional development activities during the semester. This can include an advocacy professional development activity or a professional counseling organization activity. Advocacy opportunities will be identified during the semester and will include advocacy projects with Iota Delta Sigma. The professional organization activity may include a professional meeting, professional conference, workshop, or approved online professional development activity. You are asked to write a **1.5-2** page typed (double spaced) 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
* Attach any materials that you received from the activity that document your attendance.

1. **Professional Identification Project**

The purpose of this project is to assist in the development and identification of one’s professional identification. This project address these components:

1. **Professional Disclosure Statement** – Develop your own professional disclosure statement using the examples provided in class
2. **Professional Development Plan** - Develop a plan that identifies your professional and educational goals for the next five years. This should include:

* **Professional Timeline**: Consider educational and professional training goals
* **Counseling Position**: Consider the type of position you want to be in 1 yr. after graduation then 5 yrs. after graduation. Identify the reasons for these career goals.
* **Professional Identification**: Identify what will be important to you as a counseling professional. This can include your clients/students, roles and responsibilities, and indicators of being successful. Also consider and discuss what you believe will be the greatest challenges for you as a counseling professional.

**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, and 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:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality

**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.

**Class Participation:**

Learning cannot take place if the learner is not present, both physically and mentally. Therefore, students should come to class on time and be prepared to contribute to the classroom learning experience... Your input is important for growth! I look forward to beginning this journey with you and to seeing your hard work pay off as you grow both professionally and personally.

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| **Week #** | **Date** | **Class Topics/Due Dates** |
| *1* | August 18 | *Introductions & Syllabus* |
| *2* | August 25 | *CED Program Orientation: Preparing to be Successful as a Masters Student*   * Program Requirements * Practicum and Internship |
| *3* | September 1 | *Labor Day- No class!* |
| *4* | September 8 | *CED Program Orientation- Faculty Visits*   * Promoting professional advocacy/development |
| *5* | September 15 | *Library Research Training Session—Learning Resource Lab*   * Professional writing and research |
| *6* | September 22 | *History and Trends in Counseling*   * Exploring Professional Identification * History and Development of Counseling * Defining the role of a counselor * Professional Organization * Trends in counseling   **DUE: Professional Reflection Activity: Counseling Perspectives** |
| *7* | September 29 | *Counselor Specialization and Professional Development*   * Licensure and credentialing * Counseling settings * Specialization   **DUE: Professional Reflection Activity: Professional Roles in Counseling—Goal Identification** |
| *8* | October 6 | *Professional Identification*   * Developing a professional identification * Understanding the roles of a counselor * Understanding the counseling process * Professional advocacy   **DUE: Professional Trends and Issues Assignment** |
| *9* | October 13 | *Defining the Roles of a Counselor*   * Advocacy for Clients and Students * Self-care and professional behavior   **DUE: Professional Reflection Activity: Methods for Advocating as a Counseling Professional and Counselor in Training** |
| *10* | October 20 | *Ethical and Legal Issues in Counseling*   * Ethical Decision-making * ACA Code of Ethics   **DUE: Professional Reflection Activity: Identifying Personal Self-Care Activities** |
| *11* | October 27 | *Ethical and Legal Issues in Counseling*   * Counseling Relationship |
| *12* | November 3 | *Ethical and Legal Issues in Counseling*   * Confidentiality and Privacy * Distance Counseling |
| *13* | November 10 | *Ethical and Legal Issues in Counseling*   * Professional Responsibility * Relationships with Other Professionals * Supervision/Training and Teaching |
| *14* | November 17 | *THANKSGIVING BREAK*  **DUE: Professional Identification Project** |
| *15* | November 24 | ***Ethical Case Presentations and Discussions*** |
| *16* | December 1 | ***Ethical Case Presentations and Discussions***  **DUE: Professional Development Activity** |

*The instructor reserves the right to modify the schedule at any time during the course of the semester. If a change is made, appropriate notice will be given in class.*