**AUBURN UNIVERSITY**

**SYLLABUS**

1. **Course Number:**  COUN 7400

**Course Title:**  Orientation to the Profession of Counseling

**Credit Hours:**  3 Semester hours

**Prerequisites:** None

**Corequisites:** None

**Office Hours:** After class on Monday, and via email during the week

**2. Date Syllabus Prepared:** August 2012, Revised August 2013, August 2014, August 2015

**3.** **Text(s):**

**Required:**

Remly, T. & Herlihy, B. (2016). *Ethical, Legal & Professional Issues in Counseling* (5th. Ed.). Pearson

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

ACA Code of Ethics (2014) downloaded and printed

**4. Course Description**: An overview of the profession of counseling which includes professional development, ethical and legal issues, and credentialing.

**5. Student Learning Outcomes:**

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

1. History and philosophyof the counseling profession (CACREP II.F.1.a)
2. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications (CACREP II.F.1.b)
3. Self-care strategies appropriate to the counselor role (CACREP II.F.1.k)
4. Professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP II.F.1.f)
5. Professional counseling credentialing including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.(CACREP II.F.1.g)
6. The role and process of the professional counselor in advocating on behalf of the profession (CACREP II.F.1.d)
7. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.F.1.g)
8. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II.
9. F.1.i)
10. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP II.F.8.a.)
11. Research methods such as qualitative, quantitative,and mixed research methods (CACREP II.F.8.f)
12. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP II.F.2.a)
13. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP II.F.2.b)

**6.** **Course Content Outline:**

Week 1: **Class Introduction** (8/17)

* Tips on Being a successful graduate student
* Introductions and Overview

Week 2-4: **CED Program Orientation** (**8/24, 8/31**)

**(9/7 - no class)**

**Preparing to be Successful as a Masters Student**

* Practicum and Internship (8/24)
* Program Requirements (8/24)
* Professional writing and research (8/31)
* Ethical Guidelines for professional writing (8/31)

***Bibliotherapy Book Selection (Due 8/24)-See Canvas for List***

***Bibliotherapy Reflection Questions Part 1 (Due 8/31) (1-2 Pages)***

**Library Research Training Session (9/13)**

***Professional Reflection Activity: Counseling Perspectives Ted Talks (Due 9/21)***

Week 5: **History and Trends in Counseling** (9/21)

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

***Professional Reflection Activity: Professional Roles in Counseling – Goal Identification (Due 9/29)***

Week 6: **Counselor Specialization and Professional Development** (9/28)

* Licensure and credentialing
* Counseling settings
* Specialization
* Professional Identification

***Professional Trends and Issues Assignment Due (10/5)***

Week 7: **Defining the roles of a counselor** (10/5)

* Understanding the roles of a counselor
* Understanding the counseling process
* Self-care and professional behavior

***Professional Reflection Activity: Identifying Personal***

***Self-Care Activities (Due 10/19)***

Week 8: **Advocacy in Counseling** (10/12)

* Understanding the dynamics of advocacy
* **Professional advocacy**
* Understanding the roles of a counselor

***Professional Reflection Activity: Methods for Advocating as a Counseling Professional and Counselor in Training (Due 10/19***

Week 9-13 **Ethical and Legal Issues in Counseling** (10/19 – 11/16)

* Ethical Decision-making (10/19)
* ACA Code of Ethics
* Counseling Relationship (10/26)
* Confidentiality and Privacy (11/2)
* Professional Responsibility (11/2)
* Relationships with other Professionals (11/9)
* Supervision/Training and Teaching (11/9)
* Distance Counseling (11/9)

***Professional Identification Project Due (11/ 16)***

Week 14-15 **Professional Issues in Counseling**

**(No Class on 11/23)**

* ***Ethical Case Presentations and Discussions*** ***(10/16-11/9)***
* ***Professional Development Activity Due (11/30)***
* ***Bibliotherapy Reflection Activity Due (11/30)***

**7. 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 Reflection Activity: Counseling Perspectives – TED TALKS (Due 9/21)***

***2. Professional Reflection Activity: Professional Roles in Counseling – Goal Identification (Due 9/28)***

***3. Professional Reflection Activity: Identifying Personal Self-Care Activities (Due 10/12)***

***4.Professional Reflection Activity: Methods for Advocating as a Counseling Professional and Counselor in Training (Due 9/28)***

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.

1. **Bibliotherapy Project**

The purpose of this project is to increase your awareness about mental health issues. This project will include:

* Selecting a book from the bibliotherapy list
* Reading one book from the bibliotherapy list over the course of the semester
* Completing the reflection questions at the beginning and end of the semester.

**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 15%

Professional Development Activity 10%

Professional Identification Project 25%

Professional Reflections/Bibliotherapy 15%

Bibliotherapy Project 10%

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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, 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

**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.