# AUBURN UNIVERSITY SYLLABUS

# Fall 2016

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1. **Course Number and Title:** COUN 7400 Orientation to the Profession of Counseling

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1. **Credit Hours/Prerequisites:** 3 credit hours, no prereqs.
2. **Text(s) or Major Resources:**

# Required:

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

# Major Resources:

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

Please see attached **Reading List** for additional resources

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

# Course Objectives

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

* 1. History and philosophy of the counseling profession and its specialty areas (CACREP II.1.a)
	2. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (CACREP II.1.b)
	3. Self care strategies appropriate to the counselor role (CACREP II.1.l)
	4. Professional counseling organizations, including membership benefits, activities, services to members and current issues (CACREP II.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. 1.g)
	6. The role and process of the professional counselor advocating on behalf of the profession (CACREP II.1.d)
	7. Advocacy processes needed to address institutional and social barriers that impede access, equity and success for clients (CACREP II.1.e)
	8. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II.1.i)
	9. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP II.8.a)
	10. Current labor market information relevant to opportunities for practice within the counseling profession (CACREP II. 1. h)
	11. Technology’s impact on the counseling profession (CACREP II.1.j)
	12. Strategies for personal and professional self-evaluation and implications for practice (CACREP II.1.k)
	13. The role of counseling supervision in the profession (CACREP II.1.m)

# Course Content:

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| Course Schedule  | Topics  | Readings \* | CACREP Standards  |
| 8/22 | Course Orientation  |  |  |
| 8/29 | Professional Orientation * Professional Writing and Research in Counseling
* Program and Professional Standards
 | Master’s Handbook, Master’s Professional Experiences Handbook \*\*Reading List |  |
| 9/5 Labor Day  | No Class  |  |  |
| 9/12 | History of Counseling * Development of Counseling
* History of Counseling
* Education and Training
* Counseling Organizations
 | R&H: Chapter 2, 25-46Chapter 14Reading List  | Section II – 1.a., b., c., f., m. |
| 9/19 | Counselor Credentialing and Roles * Counselor Credentialing and Licensure
* Professional Settings
* Employment

Professional Identification and Planning | R&H: Chapter 2, 46-56Reading List | Section II – 1.g., h. |
| 9/26 | Trends and Issues in Counseling * Social and Political Issues impacting counseling
* Research in Counseling
* Technology in Counseling
 | Reading ListACA Code of Ethics-Section H | Section II – 1.j., |
| 10/3 | Advocacy, Self-Care and Evaluation as a Counselor * Advocacy methods and processes
* Self-care strategies
* Self-Evaluation as a Counselor
 | Reading List  | Section 2 – 1.d., e., k., l., m. |
| 10/10 | Ethics in Counseling* Ethical Standards and Principles
* Ethical Decision-making
* Professional Responsibilities
 | R&H: Chapter 3,4, & 8ACA Code of Ethics –Section B,C & IReading List | Section II – 1.i. |
| 10/17 | Ethics in Counseling: Confidentiality & Privilege * Confidentiality and Privacy
* Client Rights
* Records and Documentation
 | R&H: Chapter 5,6, &7ACA Code of Ethics –Section BReading List | Section 2 – 1.i. |
| 10/24 | Ethics in Counseling: Counseling Relationship * Client Welfare
* Informed Consent
* Avoiding Harm
* Imposing Values
 | R&H: Chapter 10, 11 &12ACA Code of Ethics –Section AReading List | Section II – 1.i. |
| 10/31 | Ethics in Counseling: Counseling Relationship * Prohibited Noncounseling Roles & Relationships
* Boundaries
* Roles and Relationships
 | R&H: Chapter 9,11, &12ACA Code of Ethics –Section AReading List | Section II – 1.i. |
| 11/7 | Ethics in Counseling: Professional Roles and Counselor Education * Student’s Rights
* Relationships with other Professionals
* Counselor Training and Supervision
 | R&H: Chapter 9,11, &12ACA Code of Ethics –Section D, F, Reading List | Section II – 1.i., m. |
| 11/14 | Ethics in Counseling  | Ethical Case Presentations | Section II – 1.i. |
| 11/21 Thanksgiving Break | No Class  |  |  |
| 11/28  | Ethics in Counseling  | Ethical Case Presentations  | Section II – 1.i. |

Course Schedule

1. **Course Requirements/Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| Course Assignment  | Due Date  | Evaluation  | CACREP Professional Standards  |
| Professional Reflection: Program Expectation Reflection  | 8/29 | 10 pts. | Section II. 1. b. |
| Professional Trends and Issues  | 9/26 | 20 pts. | Section II. 8. a., Section II. 1. a., b., c., g. |
| Professional Identification Project  | 10/3 | 20 pts.  | Section II. 1. a., b., c., g., h. |
| Professional Reflection: Self-Care and Evaluation  | 10/10 | 10 pts. | Section II. 1. d., e., k., l. |
| Ethics Reflection 1 | 10/17 | 10 pts. | Section II. 1. i. |
| Ethics Reflection 2  | 10/24 | 10 pts. | Section II. 1. i. |
| Ethics Reflection 3 | 10/31  | 10 pts. | Section II. 1. i. |
| Legal and Ethical Case Study Group Project | 11/14 – 11/28 | 100 pts.  | Section II. 1. i. |
| Professional Advocacy and Development Activity and Reflection  | No later than 11/28 | 10 pts.  | Section II. 1. d., f. |
| Total Points: 200  |  |  |  |

Students in this course are required to complete all specified course requirements. Student’s final evaluation is based on these components. ***Descriptions of all assignments are attached to this syllabus.***

**The following scale will be used:**

190-200 points = A

189-180 points =B

179-170 points =C

169-160 points =D

Below 160 =F

# 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. Course Assignments Course assignments are due on the dates specified by the start of class time. 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.
	5. 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.
	6. 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
	1. Professional Behavior: As students preparing to work within professional counseling settings it is expected that you demonstrate the appropriate professional behaviors that are discussed in program handbooks, policies and professional standards:
5. Demonstrate appropriate professional behavior in the classroom including appropriate use of technology
6. Demonstrate respect for peers and faculty
7. Demonstrate responsible behavior related to attending class, completing assignments and participating in your educational training
8. **Academic Honesty Policy:**

Academic Honesty Statement: All portions of the Auburn University student Academic Honesty Code (Title XII) found in the *Student Policy eHandbook* 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.

# Students with Disabilities Statement

# Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours an alternative time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

# Justification for Graduate Credit:

# This course includes advanced content on professional orientation, ethical and legal standards and practices, and professional development and identification in counseling. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2016) specific to *Professional Counseling Orientation and Ethical Practice* (Section 2, Counseling Curriculum – 1). 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 objectives specified in this syllabus.

COUN 7400

**Assignment Descriptions**

* 1. **Professional Trends and Issues**

You are asked to select one article from a counseling professional journal that identifies an important topic or issue in the field. This may address multiple issues including: professional development, counseling practice, advocacy, diversity, working with special populations or employment in a counseling specialty. 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 **1.5-2 page** (double spaced) response paper relating to this article. You are asked to:

* + - Identify the issue and what you consider to be the most significant aspects of this issue for counselors and/or counselors-in-training.
		- Discuss any recommendations in the article about how 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.
		- Please include a citation for the article and attach a copy of the article to the assignment.

# 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.

* 1. **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 (5) are to be 1-1/2 page double spaced and will focus on the specific prompts provided in class. Reflections are due the week after the prompts are provided.
		+ Program Expectation Reflection
		+ Self-Care Activity and Reflection
		+ Ethics Reflection 1: Challenges in Ethical Decision-making
		+ Ethics Reflection 2: Imposing Values and Diversity
		+ Ethics Reflection 3: Boundaries in Counseling

# Professional Advocacy and Development

Students will be asked to attend one professional development/advocacy activity during the semester. Advocacy and Professional Development activities will be announced and identified in class. You are asked to write a **1.5-2** page typed (double spaced) overview of the activity including the following:

* + - Identify the professional development/advocacy 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/advocacy activity
		- Attach any materials that you received from the activity that document your attendance.

# Professional Identification Project

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

* Professional Disclosure Statement – Develop your own professional disclosure statement using the examples provided in class
* Professional Planning Reflection (1-2 pages double-spaced)
	+ - What will be your primary specialization and why did you select this specialization?
		- What setting and/or population would you like to work in?
		- What professional organizations do you believe will be most beneficial to you as a Professional Counselor?
		- What are you short-term (1-3 years) and long-term plans post graduation?
		- What type of training and experience activities would you like to have during your counseling program?