AUBURN UNIVERSITY

Department of Special Education, Rehabilitation, and Counseling

College of Education

Fall 2019 Syllabus

**Course Number: COUN 7400-001**

**Course Title: Orientation to Professional Counseling**

Credit Hours: 3 credit hours

Co/Prerequisites: None

Course Meeting Times: Mondays 4-6:50pm

Course Location: Haley Center 1218

Instructor: Nancy Thacker, PhD, NCC

Email: net0013@auburn.edu

Phone: (334) 844-7649

Office: Haley Center 2066

Office Hours: By appointment

**Text(s) or Major Resources:**

**Required:**

Remley, T. & Herlihy, B. (2016). *Ethical, legal & professional issues in counseling* (5th. ed.). New York, NY: Pearson.

# Major Resources:

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

* Please see *Supplemental Reading List* on Canvas for additional resources.

**Course Description:** Orientation to the counseling field with emphasis on philosophical, historical, psychological, and organizational foundations of professional practice.

# 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. Identification of evidence-based counseling practices (CACREP II.F.8.b)
11. Current labor market information relevant to opportunities for practice within the counseling profession (CACREP II. 1. h)
12. Technology’s impact on the counseling profession (CACREP II.1.j)
13. Strategies for personal and professional self-evaluation and implications for practice (CACREP II.1.k)
14. The role of counseling supervision in the profession (CACREP II.1.m)

# Class Policy Statements:

* 1. Attendance: Students are expected to attend class and to be on time for class meetings. Students are expected to prepare for class and to participate in class activities and discussions. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting. Students are allotted one excused absence. **Each additional absence will result in a 5 pt. deduction from the student’s overall grade for missed participation and engagement in class exercises that work to meet learning outcomes**.
	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. Readings and Participation: Students are expected to come prepared to class having read *in advance* the materials required for each class meeting. Class participation is an integral aspect of the course and is expected of all students.
	4. 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.
	5. Course Assignments: Course assignments are due on the dates and times specified within the course schedule. If you are concerned about your ability to complete quality work as described in the schedule, make an appointmentas soon as possible so we discuss how to support your learning in our course. 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.
	6. Course Communication: Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas and bring them to class only when instructed. University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions.
	7. Course Contingency: If normal class 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.
	8. 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. Learning Community: In this course, we will seek to establish a community of trust and mutual respect. Please be mindful and considerate of yourself, your peers, and your instructor. Though not all people in the class will share your views, the environment requires careful listening and responding to others in a manner in which you wish to be responded to. The course design is based on the assumption that each of you is a resource person and a learner. We have a responsibility to contribute to the learning of the group and our own individual experience.
	2. 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
	1. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, but may be used for class purposes only.

**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.

**Syllabus Disclaimer:**

Due to the nature of this course, the instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.

**Course Requirements/Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Assignment**  | **Due Date**  | **Evaluation**  | **CACREP Professional Standards**  |
| Professional Reflection: Program Expectation Reflection  | 9/9 | 10 pts. | Section II. 1. b. |
| Ethics Reflection: Imposing Values and Diversity | 9/23 | 10 pts. | Section II. 1. i. |
| Ethics Reflection: Boundaries in Counseling | 10/7 | 10 pts. | Section II. 1. i. |
| Professional Reflection: Self-Care and Evaluation  | 10/14 | 10 pts.  | Section II. 1. d., e., k., l. |
| Professional Trends and Issues Response Paper | 10/28 | 20 pts. | Section II. 8. a., Section II. 1. a., b., c., g. |
| Ethics Reflection: Challenges in Ethical Decision-Making | 11/4 | 10 pts. | Section II. 1. i. |
| Professional Identity and Advocacy Project | 11/18 | 20 pts. | Section II. 1. a., b., c., g., h. |
| Legal and Ethical Case Study Group Project | 11/11-12/2 | 100 pts.  | Section II. 1. i. |
| Professional Development Activity and Reflection  | No later than 12/2 | 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:**

180-200 points = A

160-179 points = B

140-159 points = C

120-139 points = D

Below 120 points = F

**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 *3-page* (double spaced) response paper relating to this article. You are asked to:

* + 1. Identify the issue and what you consider to be the most significant aspects of this issue for counselors and/or counselors-in-training.
		2. Discuss any recommendations in the article about how counselors can address or help address this issue.
		3. 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.
		4. 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 reference page (at least 5 scholarly resources that can include the textbook, The ACA Code of Ethics, Advocacy Competencies, Multicultural and Social Justice Counseling Competencies) that provides rationale for developing their response. On the presentation day each group will be provided 30-45 minutes to present including 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.
	* 1. Professional Reflection: Program Expectation
		2. Ethics Reflection: Imposing Values and Diversity
		3. Ethics Reflection: Boundaries in Counseling
		4. Professional Reflection: Self-Care and Evaluation
		5. Ethics Reflection: Challenges in Ethical Decision-making

# Professional Development Activity & Reflection

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

* + 1. Identify the professional development activity
		2. What did you learn or how was the content beneficial
		3. How might you integrate or use this information as you develop as a counselor
		4. Your overall evaluation of the professional development activity
		5. Attach any materials that you received from the activity that document your attendance

# Professional Identity and Advocacy Project

The purpose of this assignment is to assist in the development and identification of steps to engage in advocacy during the program and as a future professional. This assignment has two components:

1. **Professional Planning Reflection** (*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?
2. Develop an **advocacy position statement** incorporating the ACA Code of Ethics. ACA Code of Ethics link: <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>
* The advocacy planning statement should be *2 pages double-spaced,* utilizing APA format (include citations if you are referring to the ACA Code of Ethics and/or the ACA Advocacy Competencies).
* The ACA Advocacy Competencies can be used as a resource for this statement which should focus on these questions:
	+ What steps will you take to engage in advocating for the counseling profession?
	+ What steps will you take to engage in advocating for clients?
	+ How will you utilize professional development training experiences during the program and as a future counselor to build your professional identity as an advocate?
	+ Discuss the impact and significance of the ACA Code of Ethics for you as a counselor-in-training and as a future professional counselor.

**Course Schedule**

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| --- | --- | --- | --- | --- |
| **Date** | **Topics**  | **Readings**  | **Assignment** | **CACREP Standards**  |
| Week 1:8/19 | No Class - Attend Program Orientation \*Review syllabus and discussion board on canvas\* |
| Week 2:8/26 | Professional Orientation * Professional Writing and Research in Counseling
* Program and Professional Standards
 | Master’s Handbook, Master’s Professional Experiences Handbook |  | Section II F. – 1. a., b., c., f., m. |
| Week 3:9/2 | No Class - Labor Day |
| Week 4:9/9 | Professional Identity of Counselors * Philosophy Underlying the Counseling Profession
* Development of Counseling

History of Counseling | R&H: Chapter 2, p. 25-46(Gibson, Moss, & Dollarhide, 2010)CSI Exemplar, 2015 | Reflection: Program expectation  | Section II F. – 1.g., h. |
| Week 5: 9/16 | Current Issues Related to Professional Identity * Counselor Credentialing and Licensure
* Legal & Political Issues
* Identity & Professionalism
 | R&H: Chapter 2, p. 46-56(Kaplan & Gladding, 2011)CSI Exemplar, 2015 |  | Section II F. – 1.g., h. |
| Week 6: 9/23 | Ethics in Counseling* Decision-Making Process
* Multicultural Competence & Social Justice
* Client Rights & Counselor Responsibilities
* Malpractice & Resolving Legal & Ethical Challenges
 | R&H: Chapter 3,4, & 8ACA Code of Ethics –Section B, C & IMulticultural & Social Justice Counseling Competencies | Reflection: Imposing Values and Diversity  | Section II F.– 1.i., 2. c. |
| Week 7: 9/30 | Counseling Relationship * Prohibited Non-counseling Roles & Relationships
* Boundaries

Roles and Relationships | R&H: Chapter 9,ACA Code of Ethics –Section A |  | Section II F. – 1.i. |
| Week 8: 10/7 | Issues in Counseling* Confidentiality & Privileged Communication
* Records and Subpoenas
* Competence, Assessment, & Diagnosis
 | R&H: Chapter 5,6, &7ACA Code of Ethics –Section B | Reflection: Boundaries in Counseling | Section II F. – 1.i.  |
| Week 9: 10/14 | Advocacy, Self-Care and Evaluation as a Counselor * Advocacy methods and processes
* Self-Care strategies
* Self-Evaluation as a Counselor
 | (Astramovich & Harris, 2007) (O’Halloran & Linton, 2000)(Hinton & Goodwin, 2016) | Reflection: Self-care and Evaluation | Section II F. – 1.d., e., k., l., m.  |
| Week 10: 10/21 | Issues in Counseling Continued * Counseling Children & Vulnerable Adults

Counseling Families & Groups  | R&H: Chapter 11 & 12ACA Code of Ethics –Section A |  | Section II F. – 1.i. |
| Week 11: 10/28 | Trends and Issues in Counseling * Social and Political Issues impacting counseling
* Research in Counseling
* Technology in Counseling
 | R&H: Chapter 10ACA Code of Ethics-Section H(Grothaus, McAuliffe, & Craigen, 2011)(Smith, Reynolds, & Rovnak, 2009) | Professional Trends/Issues Response Paper  | Section II.F. – 1.j., 8.b. |
| Week 12:11/4 | Professional Roles and Counselor Education * Issues in Counselor Education
* Supervision & Consultation
* Professional Writing, Conducting Research, & Publishing
 | R&H: Chapter 14-16ACA Code of Ethics –Section D, F,  | Reflection: Challenges in Ethical Decision-Making | Section II F. – 1.i., m. |
| Week 13:11/11 | Ethics in Counseling  | Ethical Case Presentations |  | Section II F. – 1.i. |
| Week 14:11/18 | Ethics in Counseling  | Ethical Case Presentations | Identity & Advocacy Project | Section II F. – 1.i. |
| Week 15:11/25 | No class - Thanksgiving Break |
| Week 16:12/2 | Catch up/Course Wrap up | Ethical Case Presentations | Professional Development Activity Reflection \*no later than 12/2 | Section II F. – 1.i. |