AUBURN UNIVERSITY

Department of Special Education, Rehabilitation, and Counseling

College of Education

Fall 2020 Syllabus

**Course Number: COUN 7400**

**Course Title: Orientation to Professional Counseling**

Credit Hours: 3 credit hours

Co/Prerequisites: None

Course Meeting Times: Thursdays 1-3:50pm

Course Location: LRC 3472

Instructor: Jinhee Park, PhD, CRC

Email: jzp0095@auburn.edu

Phone: (334) 844-7620

Office: Haley Center 3010

Office Hours: By appointment

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

**Required:**

Remley, T. & Herlihy, B. (2019). *Ethical, legal & professional issues in counseling* (6th. ed.). New York, NY: Pearson.

# Major Resources:

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

American Counseling Association (2014). *2014 ACA code of ethics*. Retrieved from <https://www.counseling.org/docs/default-source/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=fde89426_5>

Additional resources will be posted on Canvas.

**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)

**Course Requirements/Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Assignment**  | **Due Date**  | **Evaluation**  | **CACREP Professional Standards**  |
| Class Discussion Participation |  | 10 pts. | Section II. 1. |
| Professional Reflection: Program Expectation Reflection  | 9/11 | 5 pts. | Section II. 1. b. |
| Ethics Reflection: Imposing Values and Diversity | 10/2 | 5 pts. | Section II. 1. i. |
| Ethics Reflection: Boundaries in Counseling | 10/16 | 5 pts. | Section II. 1. i. |
| Professional Reflection: Self-Care and Evaluation  | 10/23 | 5 pts.  | Section II. 1. d., e., k., l. |
| Professional Trends and Issues Response Paper | 11/6 | 15 pts. | Section II. 8. a., Section II. 1. a., b., c., g. |
| Ethics Reflection: Challenges in Ethical Decision-Making | 11/13 | 5 pts. | Section II. 1. i. |
| Professional Identity and Advocacy Project | 11/27 | 15 pts. | Section II. 1. a., b., c., g., h. |
| Legal and Ethical Case Study Group Project |  | 25 pts.  | Section II. 1. i. |
| Professional Development Activity and Reflection  | 12/3 | 10 pts.  | Section II. 1. d., f. |
| Total Points: 100  |

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:**

90-100 points = A

80-89.99 points = B

70-79.99 points = C

60-69.99 points = D

Below 60 points = E

**Instructional/Teaching Method**

This course will be delivered through blended course format. Lecture recordings given each week’s topic will be delivered online asynchronously (1-1 ½ hours), then students will meet synchronously (via Zoom) for class activities (about one hour). As situation allows, for the final few classes students will give presentations in person. Only the presenting groups will attend class and the presentation will be viewed via Zoom by other students.

**Student Expectations**

Students are responsible for watching recorded lectures and studying all required learning materials on their own, as well as participating in weekly Zoom meetings for class activities. All of the class materials will be provided on Canvas, so students are expected to log into the course on a regular basis and keep up with assignments and the other students in the course.

If you have any problems logging into the course, be sure to contact OIT and alert me by regular email.

 **Assignment Descriptions**

1. **Class Discussion Participation**

Each week students will engage in group discussion based on the questions posted on Discussion Board in Canvas. Students are required to post their own thoughts/opinions and respond to at least one of your classmates blogs.

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. Each group will be provided 30-45 minutes to present the central issues of their case. The group presentation will be recorded through Zoom, and the instruction on how to use Zoom for the group presentation will be provided. The group should bring one or two discussion questions to facilitate class discussion, which will be posted on Discussion Board in Canvas. Group presentation will be worth 20 points, and students participation in each group’s discussion will be worth 5 points.

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
		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** typed (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:

<https://www.counseling.org/docs/default-source/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=fde89426_5>

* 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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course Schedule  | Topics  | Readings  | Assignment | CACREP Standards  |
| Week 1:8/20 | Review syllabus and discussion board on Canvas  |  |  |  |
| Week 2:8/27 | Professional Orientation * Professional Writing and Research in Counseling
* Program and Professional Standards
 | Master’s Handbook  |  | Section II F. – 1. a., b., c., f., m. |
| Week 3:9/3 | Professional Identity of Counselors * Philosophy Underlying the Counseling Profession
* Development of Counseling

History of Counseling | R&H: Chapter 2CSI Exemplar, 2015 |  | Section II F. – 1.g., h. |
| Week 4:9/10 | Current Issues Related to Professional Identity * Counselor Credentialing and Licensure
* Legal & Political Issues
* Identity & Professionalism
 | R&H: Chapter 2Kaplan & Gladding, 2011 (20/20 vision)CSI Exemplar, 2015 | Reflection: Program expectation | Section II F. – 1.g., h. |
| Week 5: 9/17 | Ethics in Counseling* Decision-Making Process
 |  |  | Section II F.– 1.i. |
| Week 6: 9/24 | Ethics in Counseling* Multicultural Competence & Social Justice
* Client Rights & Counselor Responsibilities

  | R&H: Chapter 3 & 4ACA Code of Ethics Multicultural & Social Justice Counseling Competencies |  | Section II F.– 1.i., 2. c. |
| Week 7: 10/1 | Ethics in Counseling* Confidentiality & Privileged Communication
* Malpractice & Resolving Legal & Ethical Challenges
 | R&H: Chapter 5 & 8ACA Code of Ethics  | Reflection: Imposing Values and Diversity | Section II F. – 1.i. |
| Week 8: 10/8 | Counseling Relationship * Prohibited Non-counseling Roles & Relationships
* Boundaries

Issues in Counseling* Records and Subpoenas
* Competence, Assessment, & Diagnosis
 | R&H: Chapter 6, 7, & 9ACA Code of Ethics  |  | Section II F. – 1.i.  |
| Week 9: 10/15 | 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: Boundaries in Counseling | Section II F. – 1.d., e., k., l., m.  |
| Week 10: 10/22 | Issues in Counseling Continued * Counseling Children & Vulnerable Adults
* Counseling Families & Groups
 | R&H: Chapter 11 & 12ACA Code of Ethics  | Reflection: Self-care | Section II F. – 1.i. |
| Week 11: 10/29 | Trends and Issues in Counseling * Technology in Counseling
* Professional Writing, Conducting Research, & Publishing
 | R&H: Chapter 10 & 16ACA Code of Ethics(Grothaus, McAuliffe, & Craigen, 2011)(Smith, Reynolds, & Rovnak, 2009) |  | Section II.F. – 1.j., 8.b. |
| Week 12:11/5 | Professional Roles and Counselor Education * Issues in Counselor Education
* Supervision & Consultation
 | R&H: Chapter 14-15ACA Code of Ethics  | Professional Trends/Issues Response Paper | Section II F. – 1.i., m. |
| Week 13:11/12 | Ethics in Counseling  | Ethical Case Presentations | Reflection: Challenges in Ethical Decision-Making | Section II F. – 1.i. |
| Week 14:11/19 | Ethics in Counseling  | Ethical Case Presentations |  | Section II F. – 1.i. |
| Week 15:11/26 | Thanksgiving: No Class |  | Identity & Advocacy Project (11/27) |  |
| Week 15:12/3 | Catch up/Course Wrap up |  | Professional Development Activity Reflection \*no later than 12/3 | Section II F. – 1.i. |

# \*Course schedule is subject to change with notice.

# 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 point deduction from the student’s participation 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 read course materials *in advance* and watch lecture recordings for each week’s class topic(s). 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 or assignments (e.g., hour exams, mid-term exams) due to properly authorized excused absences 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 and Canvas. If you are concerned about your ability to complete quality work as described in the schedule, contact meas 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. 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:
9. Engage in responsible and ethical professional practices
10. Contribute to collaborative learning communities
11. Demonstrate a commitment to diversity
12. Model and nurture intellectual vitality
13. 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 as well as a learner. In so, we have a responsibility to contribute to the learning of the collective group, as well as to our own individual experience.
14. 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:
15. Demonstrate appropriate professional behavior in the classroom/online learning environment including appropriate use of technology
16. Demonstrate respect for peers and faculty
17. Demonstrate responsible behavior related to engaging in class activities (e.g., discussion board in Canvas), completing assignments and participating in your educational training
18. 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.

**Health and Participation in Class:**

You are expected to complete your Healthcheck screener daily.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence, if possible
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at ahealthieru@auburn.edu.

**Health and Well-Being Resources:**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([www.ahealthieru.edu](http://www.ahealthieru.edu))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>
* If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

**A Healthier U Campus Community Expectations:**

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck (<https://ahealthieru.auburn.edu/>).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. **You may be asked at any time during class to show your pass.**

**Course Expectations Related to COVID-19**:

* **Face Coverings**:As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.

You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s [policy on face coverings](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

* **Physical Distancing**: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. **Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.**
* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Course Meeting Schedule**: This course might not have a traditional meeting schedule in Fall 2020. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* **Technology Requirements:** This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at aubookstore@auburn.edu.

*Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the* [*Classroom Behavior Policy*](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)*.*

**Course Delivery Changes Related to COVID-19:**

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.