# AUBURN UNIVERSITY SYLLABUS

# Fall 2021

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

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**Credit Hours/Prerequisites:** 3 credit hours, no prereqs.

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

**Required:**

Remley, T. & Herlihy, B. (2019). *Ethical, Legal & Professional Issues in Counseling* (6th. Ed.).

# Major Resources:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). 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 (CACREP II.F):

a. history and philosophy of the counseling profession and its specialty areas

b. 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

c. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

d. the role and process of the professional counselor advocating on behalf of the profession

e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

f. professional counseling organizations, including membership benefits, activities, services to members, and current issues

g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

h. current labor market information relevant to opportunities for practice within the counseling profession

i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

j. technology’s impact on the counseling profession

k. strategies for personal and professional self-evaluation and implications for practice

l. self-care strategies appropriate to the counselor role

m. the role of counseling supervision in the profession

# 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 me in advance of the absence to discuss the merits of the request and determine alternative options for attendance credit.
  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.

**In the event we have to meet on Zoom**, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your residence, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email. I will be happy to consider and provide accommodations, but you will need to be in communication with me.

* 1. 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.
  2. 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 can 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, unless otherwise communicated by me as your instructor.
  3. 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. Please use University e-mail (**NOT** messages through Canvas) to communicate with me in between class sessions.
  4. 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.
  5. 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
   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 and must not be a distraction.**

**COVID Related Policies**

### **Face covering policy**

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

### **Possibility of going remote**

In the event that the University is forced to move to fully online instruction, 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 a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.

### **Assignments / schedule subject to change due to pandemic**

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes, I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

### **In the event that I test positive or am required to quarantine**

If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified, and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

### **Zoom policies**

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

### **Attendance**

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 should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. 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. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

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

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically 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.

**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.

**Course Requirements/Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Assignment** | **Due Date** | **Evaluation** | **CACREP Professional Standards** |
| Professional Reflection: Program Expectation Reflection | 9/2 | 10 pts. | Section II. 1. b. |
| Ethics Reflection: Imposing Values and Diversity | 9/16 | 10 pts. | Section II. 1. i. |
| Ethics Reflection: Boundaries in Counseling | 9/30 | 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 | 11/11 | 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 | 11/18 | 10 pts. | Section II. 1. d., f. |
| **Total Points: 200** | | | |

All assignments are due **by 4pm CST** on the day assigned.

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 Response Paper**

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 *2 pages* (double spaced) or 5–8-minute vlogs. Prompts and guidelines for writing/vlogging will be provided on Canvas for students to reflect on the following:

* + 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 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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Topics** | **Readings** | **Assignment(s) Due:** \*Due by 4pm CST on the day assigned. | **CACREP Standards** |
| Week 1  8/19 | No Class- Attend New Student Orientation | Review Syllabus |  |  |
| Week 2:  8/26 | Class Overview/ Syllabus Review  Professional Orientation   * Program and Professional Standards * Professional Writing and Research in Counseling | Master’s Handbook  Master’s Professional Experiences Handbook |  | Section II F. – 1. a., b., c., f., m. |
| Week 3:  9/2 | Professional Identity of Counselors   * Philosophy Underlying the Counseling Profession * Development of Counseling * History of Counseling | R&H: Chapter 2, (pages 25-46)  CSI Exemplar, 2015  Gibson, Moss, & Dollarhide (2010) | **Reflection:**  *Program Expectation Reflection* | Section II F. – 1.g., h. |
| Week 4:  9/9 | 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 5:  9/16 | Ethics in Counseling   * Decision-Making Process * Multicultural Competence & Social Justice * Client Rights & Counselor Responsibilities * Malpractice & Resolving Legal & Ethical Challenges | R&H: Chapter 3,4, & 8  ACA Code of Ethics –Section B, C & I  Multicultural & Social Justice Counseling Competencies | **Reflection:** *Imposing Values and Diversity* | Section II F.– 1.i., 2. c. |
| Week 6:  9/23 | 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 7:  9/30 | Issues in Counseling   * Confidentiality & Privileged Communication * Records and Subpoenas * Competence, Assessment, & Diagnosis | R&H: Chapter 5,6, &7  ACA Code of Ethics –Section B | **Reflection:** *Boundaries in Counseling* | Section II F. – 1.i. |
| Week 8:  10/7 | FALL BREAK-NO CLASS |  |  |  |
| 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 & 12  ACA 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 10  ACA Code of Ethics-Section H  (Grothaus, McAuliffe, & Craigen, 2011)  (Smith, Reynolds, & Rovnak, 2009) | **Professional Trends and 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 14-16  ACA 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 | **Professional Identity and Advocacy Project** | Section II F. – 1.i. |
| Week 14:  11/18 | Ethics in Counseling | Ethical Case Presentations | **Professional Development Activity Reflection** | Section II F. – 1.i. |
| Week 15: 11/25 | NO CLASS-  Thanksgiving Break |  |  |  |
| Week 16:  12/2 | Ethics in Counseling/ Wrap up | Ethical Case Presentations |  | Section II F. – 1.i. |

**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.