**Department of Allied Professions**

**Counselor Education Program**

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# CON 5201-101 Ethical and Professional Orientation to Counseling

**Fall 2013**

**Wednesday 4:00pm-6:30pm**

**Room 1090**

North Carolina Central University

*“Communicating to Succeed”*

**School of Education**

***The School of Education’s Vision:*** *To become an international community of scholars who are culturally responsive educators and practitioners*

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**Office Hours:** **Monday 1:00-5:00, Tuesday (Reserved for Site Visits), Wednesday 2:00-4:00/6:30-7:30 and Thursday 1:00-4:00**

 **Other times available by appointment**

**MISSION**

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology and other related services. Central to this aim is the development of leaders who promote social justice and dedicate themselves to the well-being of a global community. The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

**Websites**:

<https://onlinecourse.nccu.edu/nccu-index.html> Class Blackboard site. Log on in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts).

[www.nccuCounseling.com](file:///F%3A%5CSpring%202010%5CProfssional%20Orientation%20toCounseling%5Cwww.nccuCounseling.com) This is the address for the Department of Counselor Education at NCCU. Visit it often for departmental updates and major requirements.

<http://www.apastyle.org/> American Psychological Association APA Writing Style home page

<http://blog.apastyle.org/> Writing experts comments on APA writing style.

[http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx%20) APA tutorial

<http://YouTube.com> Class taping site for feedback and critique. Name: *EPOCtapings, Password: Newsome12.* Your recordings will be removed at the end of the semester. Please do not share this site with others not in our class.

**Required Textbooks:**

American Psychological Association (2009). *Publication manual of the American Psychological*

 *Association* (6th ed.). Washington, DC: Author.

Corey, G. Corey, M. S. & Callanan, P. (2011). *Issues and ethics in the helping profession* (8th ed.).

 Pacific Grove, CA: Brooks/Cole.

**Recommended Textbooks:**

Corey, G. & Corey, M. (20011). *Becoming a helper* (6th ed.). Pacific Grove, CA: Brooks/Cole.

# Gladding, S. (2012). *Counseling: A comprehensive profession* (7th ed.).Upper Saddle River, NJ: Merrill/

#  Pearson.

# [Herlihy](http://www.amazon.com/exec/obidos/search-handle-url/002-5844074-6100026?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Barbara%20Herlihy), B. & Core, G. (2006). *ACA Ethical Standards Casebook* (6th ed). Alexandria, VA: American

 Counseling Association**.**

**Required Student Assessment Account:**

 **Electronic Portfolio** [**http://www.foliotek.com/**](http://www.foliotek.com/)

Please set up a Foliotek account if you do not have one. Contact Foliotek at 1-888-365-4639, extension 2. Note this information is on our website ([www.nccucounseling.com](http://www.nccucounseling.com)) on the student page.

Faculty will evaluate your portfolio each semester so this will be an ongoing requirement.

**Course Description:**

This course is designed to provide an understanding of the identity of the professional counselor, the characteristics of an effective counselor, self-exploration in relation to that role and is infused with ethical considerations relevant to the profession. Awareness of the professional literature and organizations, establishing entry-level professional writing skills, including understanding APA writing style, and training students in beginning counselor skills, such as attending, active listening, and reflecting will be addressed. Course content is delivered by lecture, media, presentations and class activities.

**Student Learning Outcome and Assessments:**

|  |  |  |
| --- | --- | --- |
| ***Con 5201 Student Learning Outcomes (SLOs)****The corresponding CACREP standards\* met in this class are listed here. At the completion of this course the candidate will be able to:* | *Method for Obtaining Outcome* | *Method for Evaluation of Outcome (Evidence)* |
| Research and report the history and philosophy of the counseling profession. (CACREP II.G.1.a) (NCATE Standard 1.2) | Lectures, class readings and discussions. | The Development of Professional Counseling Paper |
| Identify counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team. (CACREP II.G.1.c) | Lectures, class readings and discussions. | Roles and Responsibility Paper |
| Identify with the counseling profession(CACREP II.C) | Lectures, class readings and discussions, | Participation in professional organizations seminars, and workshops, tests and examinations |
| Examine the use of technology in the counseling profession(CACREP II.F) (NCATE Standard 1.4) | Lectures, class readings and discussions. | The Development of Professional Counseling Paper. |
| Practice beginning expertise in essential counseling skills(CACREP II.G.5.c) (NCATE 4.5) | Class role plays lectures, class readings and discussions. | Taping Assignment |
| Learn counselor characteristics and behaviors that influence the helping process (CACREP II. G. 5.b) | Lectures, class readings and discussions. | Tests and examinations |
| Initiate the process of self-awareness, and exploration of how an individual’s values and beliefs fit within the role of counselor (CACREP II. G. 5.b) (CACREP II. C.) | Lectures, class readings and discussions. | Self-assessment AssignmentJournal assignment |
| Learn about the professional literature and organizations(CACREP II.G.1.f) | Lectures, class readings and discussions, | Research Paper |
| Research and report professional organizations, including membership benefits, activities, services to members, and current issues. (CACREP II.G.1.f) (NCATE Standard 1.3) | Lectures, class readings and discussions. | The Development of the Counseling Profession Assignment and tests and examinations |
| Research and report professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. (CACREP II.G. 1.g) (NCATE Standard 1.5) | Lectures, class readings and discussions. | The Development of the Counseling Profession Assignment |
| Research and discuss the role and process of the professional counselor advocating on behalf of the profession(CACREP.G.1.h) | Lectures, class readings and discussions. | Participation in professional organizations |
| Analyze and apply ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations (CACREP II.G. 1.j) (NCATE Standard 1.1) | Class, discussions and readings. | Ethical Case Study |
| Assess and report cultural self-awareness as it relates to counselors’ roles, promoting cultural social justice, advocacy and wellness. (CACREP II.G.2.e) | Class, discussions and readings. | Multicultural Assessment Assignment, tests and examinations |
| Define counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination. (CACREP II.G.2.e) | Class, discussions and readings. | Tests and examinations |
| Apply counseling theories that provide the student with models to conceptualize client and appropriate counseling interventions. (CACREP II.G.5.d) | Lectures, class readings and discussions. | Taping Assignment |
| Formulate a general framework for understanding and practicing consultation. (CACREP II.G.5.f) | Lectures, class readings and discussions. | Tests and examinations |
| Observe professional roles, functions,and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications. CACREP (II.G.1.b) | Lectures, class readings and discussions. | Field Assignment |
| Identify self-care strategies appropriate to the counselor role. (CACREP II.G.1.d) | Lectures, class readings and discussions. | Self-Assessment Assignment and Journals |
| Use the *APA Manual*, emphasizing referencing style. ( | Lectures, class readings and discussions. | Written Class assignments |

**CACREP Goals:**

**II. C.** Students actively identify with the counseling profession by participating in professional organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

**II. F.** Evidence exists of the use and infusion of technology in program delivery and technology’s impact on the counseling profession.

**II. G**. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

**1**. *PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE*—studies that provide an understanding of all of the following aspects of professional functioning:

**a**. history and philosophy of the counseling profession;

**b**. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration

and communications;

**c**. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;

**d**. self-care strategies appropriate to the counselor role;

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

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

**h.** the role and process of the professional counselor advocating on behalf of the profession;

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

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

**2.** *SOCIAL AND CULTURAL DIVERSITY*—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body;

**5.** *HELPING RELATIONSHIPS*—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

**b.** counselor characteristics and behaviors that influence helping processes;

**c.** essential interviewing and counseling skills;

**d.** counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

 **f**. gain a general framework for understanding and practicing consultation;

**Course Policies**

* Candidates are expected to attend and participate in all classes and assigned activities. Following NCCU’s policies regarding attendance, candidates cannot miss more than 2 weeks of classes (2 classes). Though not expected, if you will be late or must leave class early, please contact your professor prior to class.
* All assignments are to be completed and submitted on time according to dates listed in the syllabus. Assignments submitted late will be given a lower grade (by at least one letter grade).
* Written assignments are graded on the quality of content, format, grammar, and spelling according to the Publication Manual of the American Psychological Association.
* All papers should be double-spaced and reflect graduate level content and preparation. Careless preparation or inappropriate presentations will adversely affect the grade for that assignment.
* If a candidate is late or absent, it is their responsibility to get notes and handouts provided while they were not in class.
* Use of technology (tablets, smartphones, laptops, etc.) is permitted for class related activities only. Set your cell phone to vibrate during class and set out if you experience an emergency.
* Food and drinks are not permitted in Smart classrooms. Food and drink in other classrooms are left to the discretion of the professor.
* Incomplete grades for non-academic hardship cases are left to the discretion of the professor.

**Confidentiality:**

As with the practice of counseling itself, some class discussions may be confidential in nature. While the learning environment is different from a clinical setting, growing self-awareness often involves self-disclosures. Should they occur, these disclosures should be treated as confidential information not divulged outside of the classroom environment with non-class members or instructors without permission. Also, class role-plays may be recorded and posted to private class websites. The passwords to these sites should not be shared with persons not enrolled in this class. The contents of these sites will be removed at the end of the semester. Care should be taken to make sure that any recording made on smartphones or tablets are encoded and for your viewing only.

**Course Requirements and Assignments\*:**

*All assignments will be submitted on Blackboard under the Assignments link. On the day your assignment is due, submit a copy to BB one hour before the class meets. This delivery method will be discussed in class. If you have a general question about an assignment between class meetings, please submit your question to the discussion board since others might have the same question.*

1. ***Class Attendance and Participation:***

Candidates are expected to attend class and be prepared for discussions. As noted under course policies, candidates cannot miss more than two classes. Papers and assignments are to be completed and submitted in a timely and professional manner.

2***. Major Homework Assignments*** *(Papers and reflections must follow APA format, which in addition to writing style should include a correctly formatted title age, an abstract and reference as appropriate. These pages do not count towards the total page count for the assignment.)*

**-Corey, Corey, and Callanan (2011) Self-Assessment** (CACREP II. G. 5.b, (CACREP II. C.) (CACREP II.G.1.b).

1. Take the Corey, Corey, and Callanan (CCC) (2011) *Self-Assessment: An inventory of your attitudes and beliefs about ethical and professional issues* (p. 28-39) and review your answers. Based on what you learned about yourself, write a reflection on personal values, biases, attitudes, and cultural beliefs that may influence your role as counselor. Possible topics to be explored: family of origin dynamics and its effect on how you relate with others; messages received about people, counseling, and mental illness; religious and spiritual values.

2. Design a plan of action to challenge at least one of those biases, showing how to respond when facing a triggering interaction when in a counselor role.

Note: This is a personal reflection. There are no right or wrong answers! Do not turn in your answers to the assessment; just your reaction**. *This assignment is part of a pre/post evaluation and will be repeated at the end of the semester as part of your Self- Awareness Project (SAP***).

**Requirements:**

● **Written Communication:** Written communication is free of errors so that the overall message is clear. Reflections may be written in the first person. Other APA papers must be written in the third-person.

● **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual (include a title page, an abstract, and references if applicable). Resources and citations are formatted according to APA (6th Edition) Style.

● **Content:** Must include the sections and meet the content specifications described above.

● **Number of Resources:** None needed.

● **Length of Paper:** 2-3 typed double-spaced pages and title page .

● **Font and Font Size:** Times New Roman, 12 point.

- **Multicultural Assessment** – Take the *Multicultural Self-Assessment* (MCA) provided on BB to explore your multicultural characteristics.. Answer all questions in a narrative format. Use your responses as a guide to develop a full page reflection on your thoughts about your multicultural competence and how multicultural issues will influence your role as a counselor. *The reflection is the last page of this assignment.*

**Requirements:**

● **Written Communication:** Written communication is free of errors so that the overall message is clear. Reflections may be written in the first person. Other APA papers must be written in the third-person.

● **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual (include a title page, an abstract, and references if applicable). Resources and citations are formatted according to APA (6th Edition) Style.

● **Content:** Must include the sections and meet the content specifications described above.

● **Number of Resources:** None needed.

● **Length of Paper:** 3-4 typed double-spaced page.

● **Font and Font Size:** Times New Roman, 12 point.

***Ethical Case Study* (**CACREP II.G.1. j) (CACREP II.G.1.b)

Review the case study provided on Blackboard. Write and submit a 2-3 page brief paper based on this selected **ethical case** **study.** Based on our class activities and readings, reflect on the complex nature of professional counseling dilemmas. Include information on the decision making process associated with resolving ethical quandaries. Finalize the assignment with a one-page reflection on your reaction to the assignment and any insights gained while completing your paper.

**Requirements:**

● **Written Communication:** Written communication is free of errors so that the overall message is clear. Must be written in third-person.

● **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual (include a title page, an abstract, and references if applicable). Resources and citations are formatted according to APA (6th Edition) Style.

● **Content:** Must include the sections and meet the content specifications described above.

● **Number of Resources:** None needed.

● **Length of Paper:** 2-3 typed double-spaced pages.

● **Font and Font Size:** Times New Roman, 12 point.

***This is a Foliotek assignment*.**

3. **Development of Professional Counseling Internet Assignment:** (CACREP II.G.1.a) (CACREP II.G.1.b) (CACREP II.F) (CACREP II.G. 1.g)

This assignment should include the following three sections:

Part-1. **History and development of professional counseling:** Based on your readings for the class and your exploration of the websites below, write a review on the history and development of professional counseling, including information on licensure and certification listed under websites.

(See Gladding presentations on BB)

Part-2. **Professional Websites:** Peruse the professional websites below and include information from these websites when talking about history and development of professional counseling and/or licensure and certification. What types of information did you find in these websites? What are the benefits of each one of these websites to counselors? Spend around two to three pages in this part of your paper. Be sure to list all websites in your paper as references according to the APA format.

- North Carolina Board of Licensed Professional Counselors: <http://www.ncblpc.org/index.html>

- Licensed Professional Counselors Association of North Carolina: <http://www.lpcanc.org/>

- American Counseling Association: <http://www.counseling.org/>

- Council for Accreditation of Counseling and Related Educational Programs (CACREP): <http://www.cacrep.org/>

- National Board Certified for Counselors: <http://www.nbcc.org/>

**Part -3. Growth of the Counseling Profession Through Technology:** Write about the evolution of online counseling as an example of ongoing growth in the counseling profession. Read **NATIONAL BOARD FOR CERTIFIED COUNSELORS (NBCC) POLICY REGARDING THE PROVISION OF DISTANCE PROFESSIONAL SERVICES**. Visit 8-10 sites that offer online counseling and counseling related services. Provide your thoughts and feelings about the standards, the use of on-line counseling and if you think the sites you visited adhere to these standards, if applicable. Please describe each site you visited. Be sure to cite each internet site you comment on.

Go to:

[http://www.nbcc.org/ethics/Default.aspx](http://www.nbcc.org/ethics/Default.aspx%20) and [http://www.nbcc.org/AssetManagerFiles/ethics/internetCounseling.pdf](http://www.nbcc.org/AssetManagerFiles/ethics/internetCounseling.pdf%20) .

This assignment should be written up in the narrative APA format and include a cover page, abstract and reference page. In total, this assignment should be no more than five-seven (5-7) pages. ***Your final page should include your reflections on the growth of the counseling profession and will be uploaded to Foliotek as appropriate for your concentration area***. Please bring a hard copy to class and submit a copy to Blackboard. You will share a selected amount of what you discovered with the class.

**Requirements:**

● **Written Communication:** Written communication is free of errors so that the overall message is clear. Must be written in third-person.

● **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual (include a title page, an abstract, and references if applicable). Resources and citations are formatted according to APA (6th Edition) Style.

● **Content:** Must include the sections and meet the content specifications described above. Label each section.

● **Number of Resources:** 10+.

● **Length of Paper:** 5 to 7 typed double-spaced pages.

● **Font and Font Size:** Times New Roman, 12 point.

**This is a Foliotek assignment.**

4. ***Roles and Responsibility Assignment – Field Interview:***(CACREP II. G.b, f, h*)*

Please select a counseling environment or setting in which you would like to work or in which you have an interest. Contact a professional counselor (or other mental health professional) at that site, inform them that you are a graduate student enrolled in an introductory counseling course, and request an interview. Potential interview questions are provided on Blackboard. They include questions related to the **roles and responsibilities** of professional counselors in the area of licensure, advocacy, professional organization membership and collaboration with other human services providers. After completing your interview, write a report of your experience. Your report should include a summary of your interview (not a word-for-word account), and a report of your reflections/reactions of the site and the individual interviewed(what you thought/how you felt) will serve as the final page.

**Requirements:**

● **Written Communication:** Written communication is free of errors so that the overall message is clear. Must be written in third-person.

● **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual (include a title page, an abstract, and references if applicable). Resources and citations are formatted according to APA (6th Edition) Style.

● **Content:** Must include the sections and meet the content specifications described above.

● **Number of Resources:** None needed.

● **Length of Paper:** 4 to 6 typed double-spaced pages.

● **Font and Font Size:** Times New Roman, 12 point.

**This is a Foliotek assignment.**

5. ***Recording Assignment:***(CACREP II. G. 5.b) (CACREP II.G.5.c)

Each candidate will submit one tape demonstrating helping skills learned and practiced in class. Your demonstration tape should be approximately 10 to 15 minutes in length – your task is to serve in a helping role, providing active listening to a simulated client. You will be given opportunities for taping with another classmate during our class-time if time allows. After finishing your tape, you will be required to transcribe your tape (typing what was said word-for-word), prior to submitting it.

Each transcript will be accompanied by a typed self-critique (format for self-critique will be provided on Blackboard). An informed Consent form and a Client Feedback form are to accompany this assignment. They are posted on BB under assignments and will be discussed in class. In developing your critique you will discuss the helping skills demonstrated, identify those that you think that you did well, and those you think you need to improve.

6. ***Research Paper****:* (CACREP II. E) (CACREP II.G.1.b) (CACREP II.G.1.f)

Develop a 12-page paper (not including title page, abstract and reference page) on a specialty area in counseling related to an area of interest. This is a **group project** (4-5 participants) and the logistics will be discussed in more detail during our class meetings. Select an issue or topic related to that specialty and research it more thoroughly. Your focus should be on the interventions and techniques use by counselors in addressing this specialty area and must go beyond the information presented in the text.Your references should be scholarly works. Please provide your topic to the instructor with a tentative one page outline of what you propose to talk about in your paper via the Blackboard **by the date indicated in the Course Schedule. Be sure to include the names of your group members because group work areas will be set up on BB.** To develop your paper, you must use the APA referencing and citation format; remember to include in your list of references (at the end of your paper) all references cited in the body of your paper. You must include a minimum of 10 current references (last 5 years) from professional peer-reviewed counseling literature, e.g., *The Journal of Counseling and Development*. Please bring this assignment to class in hard copy form and include the names of all group members on the title page. Also, attach the first page of the articles you used as reference sources.

**Be prepared to present your paper as a group at the end of the semester. The allotted time for this presentation is based on class size but is generally around 20 min. Be familiar with your work, as you will lose points for reading from your papers. You may choose to present in PowerPoint or poster format. Presentation dates will be assigned.**

**Requirements:**

● **Written Communication:** Written communication is free of errors so that the overall message is clear. Must be written in third-person.

● **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual (include a title page, an abstract, and references if applicable). Resources and citations are formatted according to APA (6th Edition) Style.

● **Content:** Must include the sections and meet the content specifications described above.

● **Number of Resources:** 10 peer reviewed article minimum, not including your cover page, abstract and references.

● **Font and Font Size:** Times New Roman, 12 point.

7. ***Self-Awareness Project*** (CACREP II. G. 5.b, (CACREP II. C.) (CACREP II.G.1.b).

Make an appointment with the University Counseling Center for an individual administration of the MIPS Revised (Million Index of Personality Styles Revised) personality assessment. From this assessment you will develop an ongoing journal. Specifics of this assignment will be discussed in class and posted on Blackboard. The major reflection for this assignment includes your reaction to this assignment and retaking the CCC Assessment as well as revisiting your MC Assessment. You will share how your thoughts regarding ethics and multicultural competence have or have not changed over the course of the semester and how this information will influence self-care.. **This is a Foliotek assignment.**

**Requirements:**

● **Written Communication:** Written communication is free of errors so that the overall message is clear. Must be written in third-person.

● **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual (include a title page, an abstract, and references if applicable). Resources and citations are formatted according to APA (6th Edition) Style.

● **Content:** Must include the sections and meet the content specifications described above.

● **Number of Resources:** As needed.

● **Font and Font Size:** Times New Roman, 12 point.

8. ***Tests***

Two major assessments will be given. The first assessment will be given and **midterm** and the second will be given as your **final examination**. The exams will consist of multiple choice, true-false, and short answer/essay items.

9. ***Extra Credit Opportunities***(CACREP II.C)

You will have the opportunity to participate in local and national conferences. Upcoming conferences and professional webinars will be posted to the class BlackBoard. You must post a one page reflection about your professional experiences to Bb for 5 bonus participation points.

10. ***Homework assignments and Quizzes***

In addition to the major assignments discussed above, there may be periodic homework assignments in this class. These assignments will be announced and credit for these assignments will count towards participation points. Unannounced 5-10 item quizzes will be given periodically. Be sure to stay current with class readings. All correct answers will be used as participation points.

***Course Schedule Fall 2013***

*(Schedule is subject to adjustment by instructor)*

|  |  |  |
| --- | --- | --- |
| **DATE** | **TOPIC(S)** | **\*READINGS****Complete pre-chapter inventories** |
| **August 21** | Introductions, Expectations and Syllabus OverviewInterestsClass Activities**Begin Journal** | **Corey, Corey and Callanan (CCC)** |
| **28** | Introduction to Professional Ethics**CCC Self-Assessment Due-CCC pp28-38****Begin Self-Assessment Project****University Counseling Center Presentation** | CCC: 1 |
| **September 4** | The Counselor as a Person and a Profession **APA Writing Overview** | APA ManualCCC:2 |
| **11**  | Multicultural Perspective and DiversityAPA Writing Overview**Multicultural Assessment Due Assignments****Group Meeting time** | CCC: 4APA Manual |
| **18** | Values and the Helping Relationship**Ethical Case Study Due**Class recordings | CCC: Chapter 3  |
| **25** | Client Rights and Counselor Responsibilities**Paper Topic and Outline due**Class Recordings | CCC: 5 |
| **October 2** | Confidentiality: Ethical and Legal IssuesSchool Counseling**Development of Professional Counseling Assignment Due** | CCC:6 |
| **9** | Managing Boundaries and Multiple Relationships**Midterm Assessment - Online** | CCC:7 |
| **16** | Professional Competence and TrainingClass Recordings | CCC: 8 |
| **23** | **Roles and Responsibility Assignment Due**Class Recordings |  |
| **30** | Issues in Supervision and ConsultationEthical Issues in Group Work**Recording Assignment Due** | CCC: 9CCC:12 |
| **6** | Issues in Theories and Practice | CCC: 10 |
| **13** | Ethical Issues in Couples and Family TherapyMilitary Families**Research Paper Due** | CCC: 11 |
| **27** | Ethical Issues in Community  |  |
|  **December 4** | Mental Health CounselingPresentation of Research Papers | CCC: 13 |
| **11** | **Self-Assessment Project Due** **Final Examination** |  |

**Course Evaluation:**

#### Method Points

Self-Awareness Project (SAP) 125

 *SAP 100*

 *SAP Journal 25*

Assessment 1 100

Assessment 2 100

Research Paper and Presentation 100 (80/20)

Development of Professional Counseling Paper 100

Recording Assignment 75

Roles and Responsibility Report 75

##### Participation 100

 *CCC (15)*

 *Ethical Case Study (15)*

 *Multicultural Assessment (15)*

 *Chapter Quizzes (varies)*

 *Class Discussions (varies*)

TOTAL 775

###### Grading Scale

697 > A

696-620 B

619-542 C

541-456 D

<455 F

All assignments are to be completed and submitted on time according to dates listed in the syllabus. Assignments submitted late will be given a lower grade (by at least one letter grade). In emergency situations, make up examinations are available with approval from the professor.

**Inclement Weather Policy**

Candidates are expected to know and follow the Inclement Weather Policy of the university as stated in the Faculty Handbook – 1995, Appendix IV, p.105:

“Operation of classes is the normal and expected condition. Unless there

 is a specific announcement that classes will not be held, faculty and all

 concerned should assume that classes will be conducted as usual and on

 the regular schedule.

**Student Responsibilities**

In the event of hazardous driving conditions resulting from adverse weather (snow, ice, etc.), the decision to suspend classes at the University will be made by the Chancellor. An official announcement will be made by the Provost/Vice-Chancellor for Academic Affairs that classes will not be held or that classes will be suspended for a stated period of time.” Please contact the NCCU information line at 919.530.7220 for updates.

Please sign up for Eagle Alerts on the Emergency Webpage http://www.nccu.edu/health-safety/emergency/index.cfm

**Student Disability Services**

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register (preferably during the first 2 weeks) with the Office of Student Disability Services in Suite G20 in the Student Services Building. Please contact Kesha Lee, Director at (919)530-6325n or email [studentdisabilityservices@nccu.edu](https://webmail.nccu.edu/OWA/redir.aspx?C=n-uO4gA4n0Wh3AtbWJaff7P-7u3UbNAIeyQ2YyzR4xDH_eYRUXFyhKd8JNLVN7X7Bxt4zgLHYEo.&URL=mailto%3astudentdisabilityservices%40nccu.edu). If you are already registered with the office, you are required to return to the office each semester to review your information and receive updated accommodations.

**Veterans Services**

One of the goals of the faculty and the NCCU Veterans Affairs Office’s (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO’s primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents.  If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or [veteransaffairs@nccu.edu](https://webmail.nccu.edu/OWA/redir.aspx?C=n-uO4gA4n0Wh3AtbWJaff7P-7u3UbNAIeyQ2YyzR4xDH_eYRUXFyhKd8JNLVN7X7Bxt4zgLHYEo.&URL=mailto%3aveteransaffairs%40nccu.edu).

**ACADEMIC HONESTY REMINDER**

**Academic Integrity Policy:**

As a center of learning, teaching, and research, North Carolina Central University charges its members to maintain patterns of academic behavior which enable these essential functions.

*Academic Dishonesty Defined*. Academic dishonesty, which is defined as any conduct which is intended by the student to obtain for himself or herself or for others an unfair or false evaluation in connection with any examination or other work fin academic credit. Cheating, fabrication, plagiarism and complicity are examples of conduct which is academically dishonest.

Cheating is the unauthorized use of materials in connection with an examination or other work for academic credit, including, but not limited to (I) the use of books, notes, outlines, etc. during an examination where the instructor has not authorized use of such materials or information; (2) seeking unauthorized materials or information from others in connection with an examination; (3) giving or attempting to give unauthorized assistance to another person hi connection with an examination; (4)obtaining or attempting to obtain unauthorized copies of examinations (5) bringing to an examination, or attempting to use during an examination, unauthorized answers which have been prepared before the examination period; (6) copying or attempting to copy from the work of another student during an examination; and (7) submitting for evaluation in a course, part or the whole of a work for which credit has been given previously.

Fabrication is the invention, counterfeiting and/or alteration of quoted passages, data, procedures, experiments, sources or other information in connection with any academic exercise.

Plagiarism is the use of the ideas, words, or work of another without attribution when the information provided is not common knowledge either in content or form and includes, but is not limited to (1) quoting from the published or unpublished work of another without appropriate attribution; (2) paraphrasing or summarizing in one's own work any portion of the published or unpublished materials of another without attribution; and (3) borrowing from another's work, data, and facts which are not in the domain of common knowledge.

Complicity is the giving of assistance or the attempt to give assistance to another for the purpose of perpetrating academic dishonesty.

Sanctions. The penalties for conviction of the first offense of academic dishonesty may include the following and the penalties will be determined by the severity of the offense:

a. formal warning;

b. grade of “F” for the assignment;

c. grade of “F” for the course;

d. suspension for period ranging from one semester to a year.

Conviction of a second academic dishonesty offense will result in expulsion from the University.

###### Selected Additional Resources

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 predictors of Black men's psychological well-being. *Cultural Diversity and Ethnic Minority*

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Quirk, A. E. (2012). *Essentials of Intentional Interviewing: Counseling in a Multicultural World* (2nd ed.). Pacific Grove, CA: Brooks Cole.

Strunk, W., & White, E. B. (1979). The *elements of style* (3rd ed.). Boston, MA: Allyn & Bacon.

Teed, E. & Scileppi, J. (2007). *The community mental health system: A navigational guide*

 *for providers*. Boston, MA: Pearson Education, Inc.

Welfe, E. R. (2012). *Ethics in Counseling & Psychotherapy* (5th ed.). Pacific Grove , CA: Brooks Cole.