**Department of Allied Professions**

**Counselor Education Program**

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# CON 5201-101 Ethical and Professional Orientation to Counseling

**Fall 2016**

**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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**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:\Spring%202010\Profssional%20Orientation%20toCounseling\www.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 the APA writing

[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*

**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. (2014). *Issues and ethics in the helping profession* (9th 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. (2015). *ACA Ethical Standards Casebook* (7th ed). Alexandria, VA: American

Counseling Association**.**

**Required Student Assessment Account:**

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

**Foliotek Assessment Tool**

Counselor Education students will need to upload specified assignments into the Foliotek assessment system. To initially purchase an account, a faculty member within the program will have to enter your name, email, and program track information into the Foliotek system. The Foliotek system will then send you an enrollment email with the appropriate "portfolio codes".  The codes are specific to each student, and cannot be shared.  You will have to actively respond to the enrollment email and purchase your account. There are three different digital portfolios within system: (a) a Career Counseling portfolio, (b) a Clinical Mental Health Counseling portfolio, and (c) a School Counseling portfolio.  A mental health counseling major will have a different portfolio/interface/view than a school counseling major.  The portfolio structures are based on the different requirements of each program's plan of study. Please visit [www.nccucounseling.com](http://www.nccucounseling.com) for more information. 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.

***Student Learning Outcomes and Assessment:***

|  |  |  |
| --- | --- | --- |
| ***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/ Internet 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/ Internet 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 Assignment  Journal 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 Professional Counseling / Internet 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 Professional Counseling/ Internet 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,c,h,i) | 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 Standards:**

**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).
* All assignments are to be completed and submitted on time according to dates listed in the syllabus. Although not expected, any 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.

**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-disclosure. 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)*. Mobile applications are available for Blackboard. ***All assignments are to be submitted to Bb under the designated assignment slot*** as **ONE** document with your last name and assignment name included, e.g. Smith Ethical Case Study.

The SafeAssign tool will be used to help with the proper citation of sources for all assignments. “SafeAssign is a tool used to prevent plagiarism and to create opportunities to help students identify how to properly attribute sources rather than paraphrase. SafeAssign is effective as both a deterrent and an educational tool. SafeAssign compares submitted assignments against a set of sources to identify areas of overlap between the submitted assignment and existing works”(BlackBoard Learn, 2015).

**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 (2014) Self-Assessment**

1. Take the Corey, Corey, and Callanan (CCC) (2014) *Self-Assessment: An inventory of your attitudes and beliefs about ethical and professional issues* (p.24-32) 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. This includes the reflection and your plan of action.

● **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. There are 8 question blocks that should serve as major heading for your paper. Your job is to synthesize these questions into a paper. 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 narrative of total responses for the eight questions and reflection.

● **Number of Resources:** Bb document.

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

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

***Ethical Case Study***

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. Reflections may be written in the first 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:**  Article located on Bb under Course Documents . Reflection questions found on page 132 of text. Include a reflection as your last page.● **Length of Paper:** 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:**

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:** 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:***

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 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:***

Each candidate will submit one tape demonstrating helping skills learned and practiced in class. Your demonstration tape should be approximately 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.

**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:** 15 typed double-spaced pages.

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

**This is a Foliotek assignment.**

6. ***Research Paper****:*

Develop a 12-15 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.

●Length of Paper: 15< pages

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

**7. *Self-Awareness Project***

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 CCCC 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.

●Length of Paper: 10 pages

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

**8. *Tests***

Two major assessments will be given. The first assessment will be given at **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***

**You will have the opportunity to participate in local and national conferences.**

* **2016 LPCANC Annual Conference - October 20 - 22 -** [Embassy Suites by Hilton Charlotte Concord](http://embassysuites.hilton.com/en/es/hotels/index.jhtml?ctyhocn=CLTCCES), **Concord, NC**.
* **North Carolina School Counselor Association (NCSCA) Fall Conference 2016,** November 2-4, 2016, Sheraton Koury Convention Center, Greensboro, NC.
* **North Carolina Career Development Association (**[**NCCDA)**](http://nccounselingassociation.org/2015/06/24/nccda-annual-conference-call-for-proposals/)  Annual Conference, October 21, 2016, Alamance Community College, Graham, NC.

**Submit a one page reflection on your professional experiences 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 2015***

*(Schedule is subject to adjustment by instructor)*

|  |  |  |
| --- | --- | --- |
| **DATE** | **TOPIC(S)** | **\*READINGS**  **Complete pre-chapter inventories** |
| **August 17** | Introductions, Expectations and Syllabus Overview  Interests  Class Activities  **Begin Journal** | **Corey, Corey and Callanan (CCC)** |
| **24** | Introduction to Professional Ethics  **CCCC Self-Assessment Due-CCC pp28-38 Assignment Due**  **Begin Self-Assessment Project**  **APA Writing Overview**  **University Counseling Center Presentation** | CCC: 1  APA Manual |
| **31** | The Counselor as a Person and a Profession  Multicultural Perspective and Diversity  **In Class** | CCC:2  CCC: 4 |
| **September 7** | APA Writing Overview  **Multicultural Assessment Assignments Due**  **Group Meeting time** | APA Manual |
| **14** | Values and the Helping Relationship  **Ethical Case Study Due** | CCC: Chapter 3 |
| **21** | Client Rights and Counselor Responsibilities  **Paper Topic and Outline due** | CCC: 5 |
| **30** | Confidentiality: Ethical and Legal Issues  **Development of Professional Counseling Assignment Due** | CCC:6 |
| **28** | Managing Boundaries and Multiple Relationships  **In Class Recordings**  **Midterm Assessment - Online** | CCC:7 |
| **October 5** | Professional Competence and Training  **Recordings** | CCC: 8 |
| **12** | **Roles and Responsibility Assignment Due**  **Recordings**  Ethical Issues in Supervision | CCC: 9 |
| **19** | Ethical Issues in Group Work  **Recording Assignment Due** | CCC:12 |
| **26** | Issues in Theories and Practice | CCC: 10 |
| **November 2** | Ethical Issues in Couples and Family Therapy  Military Families  **Research Paper Due** | CCC: 11 |
| **9** | Community and Social Justice Perspectives  **Self-Assessment Project Due** | CCC: 13 |
| **16** | Presentation of Research Papers |  |
| **30** | **Final Examination**  **Online** |  |

**Course Evaluation:**

#### Method Points

Self-Awareness Project (SAP) 125

*SAP 100*

*SAP Journal 25*

Assessment 1 (Midterm) 100

Assessment 2 (Final) 100

Research Paper and Presentation 100 (80/20)

Development of Professional Counseling Paper 100

Recording Assignment 75

Roles and Responsibility Report 75

##### Participation 100

*CCCC (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

**University Grading System**

The University recognizes the grades that follow in the evaluation of the performance of graduate students:

**A-** Work of superior quality.

**B** -Satisfactory passing work.

**C** -Low passing work.

**F-** Failure.

**P** -Pass

**I-** Incomplete; Work that has not been fully completed. Must be completed within one year or the grade will be replaced with “F” and the course will have to be repeated for credit.

**NF**- Represents a course in which the student stopped attending classes without officially dropping the class; counts as a failing grade.

**W**- Indicates that the student withdrew from the University for the term.

**WC**- Indicates that the student officially withdrew from the class.

**NP**- Denotes that a student registered in a thesis conference, project, research, or internship course has not made satisfactory progress during the semester;

**NW**- Represents a course in which the student stopped attending without officially withdrawing from the class;

**PR**- Denotes that a student registered in a thesis, project, research, or internship course has made satisfactory progress but has not successfully completed the required work, and

**AU**- Represents an audited class; must be declared as an audit before the end of the official drop/add period.

ACADEMIC HONESTY REMINDER:

North Carolina Central University views academic honesty as a critical value protecting the transmission of knowledge. Academic dishonesty is a serious violation and includes providing/receiving unauthorized assistance with papers, projects, and exams; presenting, as one’s own, another’s words/ideas without acknowledgement; presenting the same papers/projects for credit in two classes without explicit professor permission; and using undocumented internet information.

**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.

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.”

**Student Disability Services**

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register with the Office of Student Disability Services (SDS) in Suite 120 in the Student Services Building.  Please contact the SDS Staff at (919) 530-6325 or email sds@nccu.edu.  If you are NEW to SDS, please contact the office for an appointment. If you had accommodations previously, you can resubmit a request by visiting our website at [www.nccu.edu/sds](http://www.nccu.edu/sds) and clicking on the ***Accommodate* Link.** Students are expected to update their accommodations each semester, preferably during the first 2 weeks of each semester.

**Student Support/Ombudsperson**

The Student Ombudsperson is available to assist students in navigating unexpected life events, (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns, understanding NCCU policies or general problem-solving strategies. Schedule an appointment by contacting the Student Ombudsperson in the Office of the Dean of Students, G-06 Student Services Building, at (919) 530-7492 or [bsimmons@nccu.edu](mailto:bsimmons@nccu.edu).

**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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