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North Carolina Central University

North Carolina Central University

“Communicating to Succeed”

“Preparing Educators for Diverse Cultural Contexts for the 21st Century

**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.

**The Department of Counselor Education’s Mission**

North Carolina Central University is located in Durham, a fairly urban area in central North Carolina. Nearby regions include rural areas, as well as the Research Triangle Park. The Department of Counselor Education prepares professional counselors to work in career, school, and community agency settings who promote development across the lifespan, advocate for systemic change, and respond to the complexity of human needs associated with a diverse society. Faculty are expected to teach and mentor students, serve the community and profession, and conduct and disseminate research.

###### *Course Information*

**Course Prefix and Title:** **CON 5201 OL - Ethical and Professional Orientation to Counseling**

**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.

**Number of Credits:** 3 hrs

**Meeting Time:** Fall 2017 – Online Course

**Class Location:** Blackboard Delivery

**Instructor Information:**

Name: Suzan Z. Wasik, PhD, NCC, LPC, (NC)

Email: swasik@nccu.edu

Office location: 2132 School of Education. Office phone (919) 530-5179; FAX: (919) 530-7522

Office hours: T 10 - 2 pm; W 10 – 2pm (virtual and by appointment); Th 10 - 12pm (virtual and by appointment)

*\*\*\*****Please allow 24-48 hours for a response to emails and voice mail messages, excluding nights, weekends, and holidays. Email is the most reliable and quickest communication method.***

**Statement of Inclusion/Non-Discrimination**

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender

expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

**Student Disability Services**

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Disability Services (SDS) in Suite 120 in the Student Services Building. Students who are new to SDS or who are requesting new accommodations should contact SDS at (919) 530-6325 or sds@nccu.edu to discuss the programs and services offered by SDS. Students who are already registered with SDS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SDS website at www.nccu.edu/sds and logging into **Eagle Accommodate**. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

**Confidentiality and Mandatory Reporting**

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU’s Sexual Misconduct Policy (POL 01.07.1). NCCU faculty and instructors are considered to be **responsible employees** and are required to report information regarding sexual misconduct to the University’s Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU’s Policies, Rules and Regulations website at www.nccu.edu/policies/retrieve.cfm?id=450. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-6334 or TitleIX@nccu.edu, or submitting the online form through http://www.nccu.edu/administration/dhr/titleix/index.cfm.

**Other Campus Programs, Services, Activities, and Resources**

Other campus resources to support NCCU students include:

▪ *Student Advocacy Coordinator*. The Student Advocacy Coordinator 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, rules and regulations; receiving accommodations and supports due to pregnancy; or general problem-solving strategies. Contact Information: Student Services Building, Suite 236, (919) 530-7492, [studentadvocacy@nccu.edu](mailto:studentadvocacy@nccu.edu).

▪ *Counseling Center.* The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU’s Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.

NORTH CAROLINA CENTRAL UNIVERSITY • 1801 FAYETTEVILLE STREET • DURHAM, NC 27707 • (919) 530-6230• FAX (919) 530-5012 NORTH CAROLINA CENTRAL UNIVERSITY IS A CONSTITUENT INSTITUTION OF THE UNIVERSITY OF NORTH CAROLINA

▪ *University Police Department*. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

**A Word About Online Courses:**

This course is presented in an online/distance education format. Instead of a traditional face-to-face lecture format, all learning materials are based online. Blackboard and Cengage/Mindtap is the online learning platform that is used to disseminate course information and will provide online text, videos, audios, assignments and quizzes. In order to be successful, students are expected to be self-directed, self-starters, and responsible for keeping up with weekly deadlines and assignments.

This is an asynchronous course – meaning that there is no set meeting time on a weekly basis. However, the course is presented in a weekly basis with weekly assignments and deadlines. Videos are also used to help bring readings to life and are included in the weekly assignments.

Although students in this course may not see one another in person and in real time, your professor is very aware of and closely follows each and every student’s presence and participation in the course. Your professor is individually accessible to you for any questions or clarifications you may have throughout the semester. Further, you should expect to receive frequent, and individualized feedback on assignments as well as quick and timely responses on email and/or voicemails.

If you have questions, concerns, or clarifications during the course of the semester, please reach out to your professor via email for the quickest response.

**Required Course Materials:**

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

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

Corey, G., Corey, M. S., Corey, C. & Callanan, P. (2015). *Issues and ethics in the helping profession* (9th ed.). Stamford, CT: Brooks/Cole/Cengage Learning.

\* A word about Cengage/Mindtap – The Corey, Corey, and Callanan text is accompanied by the online learning platform called Mindtap. It is required that all students purchase the online access code for this textbook. Mindtap access offers students an ebook, videos, exercises, and quizzes that count toward the final grade in this course. See Blackboard for instructions on accessing the Mindtap platform that accompanies this textbook.

**Class Specific 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.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

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

<http://blog.apastyle.org/> Writing experts comment 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

<https://www.lib.ncsu.edu/citationbuilder/> NCSU Citation Builder

**Course Objectives:**

This course seeks to satisfy those competencies set forth by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), as found in the 2016 Standards. Therefore, at the conclusion of this course, students will be able to do the following:

* Integrate the ethical standards set forth by professional organizations and credentialing bodies into the practice of counseling in a variety of settings and specialties, across client populations. (Sec. II:F:1.i)
* Articulate knowledge of ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. (Sec. II:F:7:m)
* Apply ethical and legal standards to the professional practice of counseling, specifically as they apply to work with diverse client populations and to work with minors, couples, families, and groups. (CMHC B:1)

Additionally, students will be able to:

* Evaluate ethical decision-making models and determine which models to use in making ethical decisions related to professional counseling practice.
* Compare and contrast ethical standards for the profession of counseling with ethical standards for related helping professions.
* Integrate technology into the completion of course and learning activities in preparation for the growing integration of technology in the profession of counseling.
* Produce course materials and presentations that reflect exemplary professional oral and written communication skills at standards expected of entry-level professionals.
* Apply proper APA style documentation and formatting to learning activities.
* Think critically about the impact their personal worldview has on their personal and professional development as beginning counselors and how their personal worldview is influenced by their personal and professional development as beginning counselors.

**Foliotek Statement:**

Maintaining an electronic portfolio (i.e., 'Foliotek') is a new requirement for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You MUST maintain a Foliotek account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage. If you do not have a Foliotek account, contact Foliotek at 888-365-4639, extension 2. Note this information is on our website ([www.nccuCounseling.com](http://www.nccuCounseling.com)) on the student page.

Once you have registered with Foliotek and have access to your Foliotek account, please create a folder for each course that you take. You are encouraged to upload all of your work (future and previous) for each class in its respective folder. Some of it may be used for your required portfolio. At the least, you'll have access to all of your work as long as you have access to your online Foliotek account.

***The foliotek assignments for this course include: Ethical Case Study, Development of Professional Counseling internet assignment, Roles & Responsibility Paper, and Self-Awareness Project.***

**Teaching Strategies:** Lecture presentations and video demonstrations, class discussion board content, small group brainstorming sessions, presentations, small group projects, objective factual examinations of content knowledge, subjective examinations of applications of assigned materials, student presentations to virtually assembled audiences of peers, electronic communications, and modeling via electronic media.

Online Learning Expectations: This is an online class, so the expectations are a bit different than courses taught face-to-face. Students need to feel comfortable working from a computer, using the Internet, and being self-motivated to work on the course content throughout the week. In a 15 week semester, students may spend 2 hours and 40 minutes per week in a lecture class plus additional time for driving and study/preparation. During a 5 week summer semester, students may spend up to 8 hours per week in a lecture class plus additional time for driving and study/preparation. During a 2.5 week May-mini, students may spend up to 17.5 hours per week in a lecture class plus additional time for driving and study/preparation. So, for an online class, it is important to schedule your time wisely. While you do not have the driving time, it is expected that the completion of this course will take the same amount of time as if it were being taken face-to-face. However, how you spend that time will be different. The lectures are quite a bit shorter, and will not take up the amount of time as it does face-to-face. The content of the course is delivered mainly via Cengage/Mindtap readings, audios, and videos. Students must be self-motivated and disciplined in order to complete this course successfully.

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

**CACREP Standards (2016):**

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

**II. F**. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**1**. *PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE*—

**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 inter-organizational 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

**l.** self-care strategies appropriate to the counselor role

**2.** *SOCIAL AND CULTURAL DIVERSITY*—

**d.** the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others

**e.** the effects of power and privilege for counselors and clients

**f.** help-seeking behaviors of diverse clients

**g.** the impact of spiritual beliefs on clients’ and counselors’ worldviews

**h.** strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

**5.** *HELPING RELATIONSHIPS*—

**a.** theories and models of counseling

**b.** a systems approach to conceptualizing clients

**c.** theories, models, and strategies for understanding and practicing consultation

**d.** ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

**e.** the impact of technology on the counseling process

**f.** counselor characteristics and behaviors that influence the counseling process

**g.** essential interviewing, counseling, and case conceptualization skills

**Course Policies**

* Candidates are expected to participate in all classes and assigned activities. Following NCCU’s policies regarding attendance, candidates cannot miss more than 2 weeks of participation in classes. For online students, candidates must participate in weekly online assignments as part of their attendance criteria.
* All assignments are to be completed and submitted on time according to dates listed in the syllabus. Any potential changes in the syllabus or due dates will be updated on Blackboard accordingly.
* Students are expected to check their Blackboard course and participate several times per week to ensure they are up to date on announcements, assignments and relevant course information.
* Written assignments are graded on the quality of content, format, grammar, and spelling according to the Publication Manual of the American Psychological Association. Rubrics are provided and students are strongly encouraged to utilize them when working on their assignments.
* 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.

**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.

**North Carolina Central University Class Attendance Policy**

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. ***As of Fall 2017 NW and NF attendance grades will no longer be assigned.***

**CON 5201 Class Attendance Policy**

For this online course, if the instructor notices more than 2 weeks of non-participation on the online platform, students will receive an email of concern from the instructor. Further, the student will not receive points for any assignments missed. Students are expected to contact the instructor immediately with an update and plan for the rest of the semester. If there is no contact, the instructor will report the facts to the student’s academic dean for appropriate follow-up.

The instructor reserves the right to drop the student from the course for non-participation. Also, if an additional absence/non participation is noted, the student will not receive points for any additional assignments missed, and the instructor will report the facts to the student’s academic dean for appropriate follow-up and possible withdraw from the course. ***Students are encouraged to reach out to the instructor with any questions/concerns and asked to inform the instructor of any potential issues in regard to attendance/participation.***

**CON 5201 - Course Requirements and Assignments\*:**

The following are a general overview of required course assignments. The course blackboard site is where you will find the most up to date and specific information. All assignments will be submitted on Blackboard under the Assignments link. On the day your assignment is due, upload your assignment onto BB. If you have a general question about an assignment, please contact your instructor via email for quickest response.

***I strive to provide continual feedback on papers and projects throughout the semester within 7-12 days after DUE DATE of assignment.***

**Missed Assignments:**

Late assignments will not be accepted. If there are special concerns or circumstances, contact Dr. Wasik electronically or in person as soon as possible. Assignments that are not turned in will receive a grade of zero (0). IGrades for the course are based on accumulation of points. See grading scale below for specific point values of each assignment.

**Paper Formatting for Assignments:**

Papers and reflections must follow APA format, which in addition to writing style should include a correctly formatted title page, an abstract, and references as appropriate. Other elements of APA formatted papers include but are not limited to: 1-inch margins, Running heads, page numbers, and appropriate headings. More information and instruction can be found in the APA Manual.

**Required Papers and Assignments for CON 5201**

All assignments and requirements are found on Blackboard. Rubrics will be provided for all papers to help students understand expectations of the assignment and how the paper is graded. Basic Paper Requirements include:

● **Excellent** **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.

● **More specific information on this assignment will be available on the Blackboard site.**

The following highlights the required papers and assignments for this course:

**1. Self-Assessment Reflection Paper**

This assignment is part of a pre/post evaluation and will be revisited at the end of the semester.

1. Complete the Corey, Corey, and Callanan (CCC) Self-Assessment: An Inventory of Your Attitudes and Beliefs about Ethical and Professional Issues (p. 24-32 or Section1-6, LO 9) and review your answers. (Note: This is a personal reflection. There are no right or wrong answers!
2. 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. (Note: Do not turn in your answers to the assessment; just your reaction**.**)
3. 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 counseling role.
4. Briefly respond in one paragraph to the following question:

***What do you most hope to learn about the topic of ethics during the course of this semester***

1. Use APA-formatting for this paper! Consult your APA manual, along with any APA resources that are posted on Blackboard for more specifics on APA.

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- Reflection Project***. (SLO 3, 6, 7, 18, 19)

**2. Ethical Case Study Paper -**

Teams of 2-3 students will review the case study provided on Blackboard. The team will write and submit a 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. ***All group members will receive the same grade.* (SLO 12, SLO 19)**

\*\*\***This is a Foliotek assignment and a group assignment**

**3. Development of Professional Counseling Internet Assignment:**

\*\*\***This is a Foliotek assignment**

***Note: Students have the option of completing this assignment independently OR as a small group assignment based on instructor approval. All group members will receive the same grade.***

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 posting on BB/ or the following weblink:

<https://nccu.blackboard.com/bbcswebdav/pid-1954449-dt-content-rid-3194865_2/courses/2015Fall.CON5201.OL1/Gladding%20Chapter%20-%20History.pdf>

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: <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*. Locate and review 3-4 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. ***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***.  *(SLO 1, SLO 4, SLO 9, SLO 10,* SLO 19)

**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 (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/may be generated 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. (SLO 2, SLO 19) \*\*\***This is a Foliotek assignment**

**5. Self-Awareness Project*/*Paper**

* The purpose of this final project/paper is to help students increase their self-awareness in several areas and to assess growth from the beginning of the semester. In order to do this, students will take some assessments, write a reflective paper, and give examples of how they may encounter certain topics professionally and/or personally. The paper will be based on insight gained via several assessments and experiences throughout the course of the semester. More information available on Blackboard.

(SLO 7, SLO 18, SLO 19) \*\*\***This is a Foliotek assignment**

6. **Tests**

Two major assessments will be given. The first assessment will be given as your **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. (SLO 6, SLO 14, SLO 16)

7. **Weekly Chapter Quizzes**

Each week students will take a chapter quiz (typically worth 10 points) on the Mindtap online platform. Weekly quizzes are due by 11:59pm on due date. Once the weekly due date is past, the window will close and the quiz will no longer be available. Students will have two attempts to take the quiz for weekly credit.

8. **Discussion Boards**

Students will be given the opportunity to take part in Discussion Board (DB) Q & A’s throughout the course. The class Discussion Board offers a platform where students can introduce one another to their virtual classmates, ask questions, get clarifications, and deepen their learning on specific topics and areas of the course. DB’s are not graded for this course. However, they are a very useful resource and a way for students to engage with the instructor and with one another throughout the semester. (Typical DB posts might include: Introduce Yourself, APA Help, Ideas for Field Report, Do’s and Don’ts, etc…). Please follow the Netiquette – General Guidelines found on Blackboard when posting on DB.

**9. Practice Items** (Supplemental but Required)

This course offers several supplemental yet important practice items that help bring the topics of ethics and professional orientation to life in this online course format. Students will be assigned weekly audio lectures, Ethics in Action videos, and various online case study scenarios via the Mindtap platform. These are not graded, however they are required and will build upon the readings and the assignments for this course. Further, these supplemental assignments will strengthen general understanding of the complex nature of ethics in the counseling profession. It is strongly recommended that these practice items are completed before taking the weekly quizzes.

**Important Note:**

Weekly Windows opened on Sundays.

*Most* Assignments Due Tuesdays by 11:59pm unless otherwise noted.

Keep up with Blackboard announcements and updates as they are the most up to date and accurate.

**Course Schedule Spring 2018**

***Please check the Weekly Assignment Tab and Weekly Checklists for Most Up-to-Date Information***

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK OF** | | **TOPIC(S) & ASSIGNMENTS DUE**  **\*** **The instructor reserves the right to alter the schedule and assignments as needed.**  **\*\*Blackboard Schedule is the Most Updated and Current\*\*** | **Reading, Review, and Practice Items for Week** |
| **1** | **Jan 8** | **Introductions, Expectations and Syllabus Overview**  **Introduction to Professional Ethics**  DUE - by **TUES, Jan 16 by 11:59pm**  Introduce Yourself on DB!  Chapter Quiz 1 (5 pts)  Syllabus Quiz (5 pts) | **(CCC = Corey Textbook)**  **CCC:** Chapter 1  **Mindtap:**  Intro Audio Lecture  Ch 1 Audio Lecture  Case of Kevin  Chapter 1 Quiz  Syllabus Quiz |
| **2** | **Jan 15** | **The Counselor as a Person and a Profession**  [**http://www.counseling.org/docs/default-source/ethics/practioner%27s-guide-to-ethical-decision-making.pdf?sfvrsn=0**](http://www.counseling.org/docs/default-source/ethics/practioner%27s-guide-to-ethical-decision-making.pdf?sfvrsn=0)  **APA Overview & APA Practice**  (\*Graduate school papers require the use of APA format.)  DUE - by TUES, Jan 23 by 11:59pm  Chapter Quiz 2 (10 pts) | **CCC:** Chapter 2  APA Manual  **Mindtap:**  Ch 2 Audio Lecture  Ethics in Actions Videos  Cases of Bihn and Eloise  Chapter 2 Quiz  Ethical Decision Making Model - Introduction |
| **3** | **Jan 22** | **Values and the Helping Relationship**  DUE by TUES, Jan 30 by 11:59pm  Self-Assessment Reflection Paper (50 pts)  Chapter Quiz 3 (10 pts)  **Groups will be assigned for the Ethical Study Paper** | **CCC:** Chapter 3  **Mindtap:**  Ch 3 Audio Lecture  Ethics in Actions Videos  Case of Victor  Chapter 3 Quiz |
| **4** | **Jan 29** | **Multicultural Perspectives and Diversity Issues**  DUE by TUES, Feb 6 by 11:59pm  Chapter Quiz 4 (10 Pts)  Watch the video: *The DNA Journey*/ Post your reaction on DB  <https://www.youtube.com/watch?v=tyaEQEmt5ls>  **Work with your group on Ethical Case Study Paper** | **CCC:** Chapter 4  **Mindtap:**  Ch 4 Audio Lecture  Ethics in Actions Video  Cases of Miguel, Emily, & CP  Chapter 4 Quiz |
| **5** | **Feb 5** | **Client Rights and Counselor Responsibilities**  DUE by TUES, Feb 13 by 11:59pm  Ethical Case Study Paper\* (100 pts)  Chapter Quiz 5 (10 Pts)  *Make an appointment to interview your Helping Professional for the Roles/Responsibility Paper.* | **CCC:** Chapter 5  **Mindtap:**  Ch 5 Audio Lecture  Ethics in Actions Video  Cases of Marvin, Sara, & Sergio  Chapter 5 Quiz |
| **6** | **Feb 12** | **Confidentiality: Ethical and Legal Issues**  DUE by TUES, Feb 20 by 11:59pm  Chapter Quiz 6 (10 Pts) | **CCC:** Chapter 6  **Mindtap:**  Ch 6 Audio Lecture  Ethics in Actions Video  Cases of Matt, Veronica, Sherry  Chapter 6 Quiz |
| **7** | **Feb 19** | **Ch 7 -Managing Boundaries and Multiple Relationships**  *Look Ahead: Visit sites for Roles & Responsibilities Assignment*  DUE by TUES, Feb 27 by 11:59pm  Chapter Quiz 7 (10 Pts) | **CCC:** Chapter 7  **Mindtap:**  Ch 7 Audio Lecture  Ethics in Actions Video  Cases of Gift Giving, Gloria, & Millie  Chapter 7 Quiz |
| **8** | **Feb 26** | Due by TUES, March 6by 11:59pm  Online Midterm Assessment (80 points) |  |
| **9** | **Mar 5** | **Ch 8 – Professional Competence and Training**  **Professional Competence and Training**  Looking Ahead - Finalize Roles and Responsibility Assignment Interviews!  DUE by Tuesday, March 13 at 11:59 PM  Chapter Quiz 8 (10 pts) | **CCC:** Chapter 8 Gladding Chapter on BB  **Mindtap:**  Ch 8 Audio Lecture  Ethics in Actions Video  Cases of CEUs & Ed  Chapter 8 Quiz |
| **10** | **Mar 12** | ***Spring Break - March 10-18***  Looking Ahead - Finalize Roles and Responsibility Assignment Interviews and Papers! |  |
| **11** | **Mar 19** | **Ch 9 - Ethical Issues in Supervision**  Due TUES, March 27 at 11:59 PM  Development of Professional Counseling Assignment\* (100 pts)  Chapter Quiz 9 (10 pts) | **CCC:** Chapter 9  **Mindtap:**  Ch 9 Audio Lecture  Cases of Brent, Laura, & Augustus  Chapter 9 Quiz |
| **12** | **Mar 26** | **Ch 10 - Issues in Theory and Practice**  Due TUES, Apr 3 at 11:59 PM  Chapter Quiz 10 (10 pts) | **CCC:** Chapter 10  **Mindtap:**  Ch 10 Audio Lecture  Cases of Jack, Catrina, & Samuel  Chapter 10 Quiz |
| **13** | **April 2** | **Ch 11 - Ethical Issues in Couples and Family Therapy**  DUE by TUES, April 10 by 11:59 pm  Chapter Quiz 11 (10 pts)  Roles and Responsibility Assignment \* (100 pts) | **CCC:** Chapter 11  **Mindtap:**  TBA |
| **14** | **April 9** | **Ch 12 - Ethical Issues in Group Work**  DUE by TUES, April 17th by 11:59 pm  Chapter Quiz 12 (10 pts) | **CCC:** Chapter 12  **Mindtap:**  Ch 12 Audio Lecture  Cases of GL, Lisa, & Jason  Chapter 12 Quiz |
| **15** | **April 16** | **Ch 13 - Community and Social Justice Perspective**  Due by TUES, April 24th by 11:59 pm  Self-Awareness Project (100 pts)  Chapter 13 Quiz (10 pts) | **CCC:** Chapter 13  **Mindtap:**  Ch 13 Audio Lecture  Cases of Rosa & Andres  Chapter 13 Quiz |
| **16** | **April 23** | Final Exam (80 pts)  **\*\*\*Due by TUESDAY, May 1st by 11:59 pm\*\*\*** | ***Congratulations!***  ***You did it!***  ☺ |

**Course Evaluation:**

#### Method Points

Self-Assessment Reflection Paper50

Ethical Case Study Paper\* (Group) 100

Midterm Exam 80

Development of Professional Counseling Paper\* 100

Roles and Responsibility Field Study Report\* 100

Self-Awareness Project\* 100

Weekly Chapter Quizzes (13 quizzes @ 10 pts each) 130

Final Exam 80

TOTAL POINTS 740

\* Indicates that assignment is a Foliotek Requirement

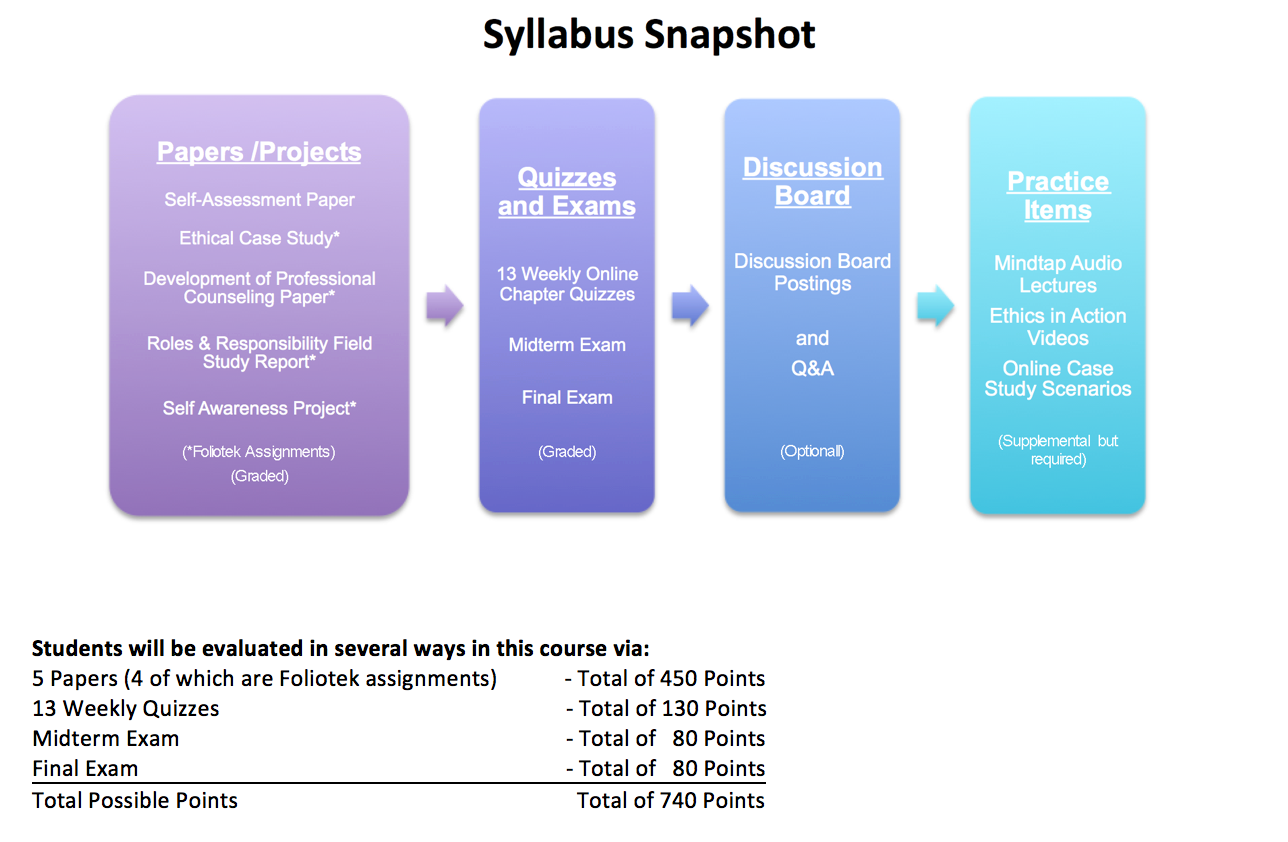
###### Grading Scale

690-740 A

639-689 B

588-638 C

587-0 F



**IMPORTANT INFORMATION**

A complete list of dates can be found at: <http://www.nccu.edu/academics/resources/calendar.cfm>

**Inclement Weather**

Students should refer to local news stations regarding class cancellations/or university closings in the event of inclement weather. Please your own discretion in the event of inclement weather.

<http://www.nccu.edu/health-safety/emergency/adverseweather.cfm>

**Academic Integrity**

Students are bound by the academic integrity policy as stated in the code of student contact. Therefore, students are required to uphold the university pledge to exercise honesty in completing assignments. Plagiarism of any kind (accidental or otherwise) will result in an automatic zero (0) for the assignment and a report to the Program Chair and Dean. Instructor uses plagiarism detecting software for all written assignments. Also, unless explicitly stated by the instructor, students are not allowed to collaborate on midterm and final exams.

See the website for an explanation of NCCU Academic Integrity Honor Code:

<http://www.nccu.edu/formsdocs/proxy.cfm?file_id=1674>

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