**Department of Allied Professions**

**Counselor Education Program**

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# CON 5201-101 Ethical and Professional Orientation to Counseling

**Spring 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*

**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.

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**Office Hours:** Mondays 1:00-4:00pm, Tuesdays 1:00-3:00pm, Wednesdays 3:00-6:00

and Thursdays 1:00-4:00pm (**Other times by appointment)**

**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://owl.english.purdue.edu/owl/resource/560/01/> APA formatting and Style Guide writing lab

<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. (2011). *Issues and ethics in the helping profession* (8th ed.).

Pacific Grove, CA: Brooks/Cole.

**Recommended Textbooks:**

Corey, G. & Corey, M. (2007). *Becoming a helper* (5th ed.). Pacific Grove, CA: Brooks/Cole.

# Gladding, S. (2009). *Counseling: A comprehensive profession* (6th 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.

**Student Learning Outcomes and Assessment:**

1. Learn the history, philosophy, of the counseling profession through class readings and Development of Professional Counseling Paper.. (CACREP II.G.1.a) (NCATE Standard 1.2)
2. 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 through Roles and Responsibilty Paper . (CACREP II.G.1.c)
3. 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. (CACREP II.C)
4. Understand the infusion of technology into the counseling profession and its impact on the profession by through Development of Professional Counseling Papers. (CACREP II.F) (NCATE Standard 1.4)
5. Learn counselor characteristics and behaviors that influence the helping process through class readings and role-plays. (CACREP II. G. 5.b)
6. Practice and gain beginning expertise in essential counseling skills through role-plays and taping assignment. (CACREP II.G.5.c) (NCATE 4.5)
7. Initiate the process of self-awareness, and exploration of how an individual’s values and beliefs fit within the role of counselor through self-assessment assignment and class discussions. (CACREP II. G. 5.b, (CACREP II. C.)
8. Learn about the professional literature and organizations through research paper and class assessments. (CACREP II.G.1.f)
9. Understand professional organizations, including membership benefits, activities, services to members, and current issues through written assignments and participation. (CACREP II.G.1.f) (NCATE Standard 1.3)
10. Gain knowledge of professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues through written assignments and assessments (CACREP II.G. 1.g) (NCATE Standard 1.5)
11. Learn the role and process of the professional counselor advocating on behalf of the profession through class reading and discussions. (CACREP.G.1.i)
12. Articulate ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling though class read and case studies. (CACREP II.G. 1.j) (NCATE Standard 1.1)
13. Know counselors’ roles in developing cultural self-awareness inclusive of people with **disabilities**, 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 through class reading and multicultural assessment. (CACREP II.G.2.e)
14. Articulate counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination through class readings and assignments. (CACREP II.G.2.e)
15. Gain knowledge of counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions through class readings and assignments. (CACREP II.G.5.d)
16. Understand 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 through class readings and written assignments. (CACREP II.G.5.d)
17. Gain a general framework for understanding and practicing consultation. (CACREP II.G.5.f)
18. Know professional roles, functions,and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications through field interview and class readings. CACREP (II.G.1.b)
19. Learn self-care strategies appropriate to the counselor role through class discussion and readings. (II.G.1.Bd)
20. Gain an understanding of the *APA Manual*, emphasizing referencing style though class readings and written assignments. (CACREP II.G.1.b)

**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, an 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 through on Blackboard under the Assignments link. On the day your assignment is due, submit a copy to BB and bring a hard copy to class. 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. Foliotek assignments will be uploaded after grading.*

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***

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

– This personal reflection paper should address the following topics:

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 typed double-spaced pages and title page (3).

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

***Due January 23rd***

- **Multicultural Assessment** – Take the *Multicultural self-assessment* provided to explore your multicultural characteristics. The assessment is posted on Blackboard. Answer all questions ins narrative format. Use your answers as a guide to write a one-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.

***Due February 3rd***

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

Review the case study provided on Blackboard. Write and submit a 3-4 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:** 3-4 typed double-spaced pages.

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

***Due February 13th***

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

3. ***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

- 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 the Internet:** Write about the evolution of online counseling as an example of ongoing growth in the counseling profession. 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) .

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.

This assignment should be written up in the narrative APA format and include a cover page 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.

***Due February 27th.*** **This is a Foliotek assignment.**

4. ***Roles and Responsibility Assignment -- 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).

**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.

***Due March 20th.*** **This is a Foliotek assignment.**

5. ***Taping:***(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.

***Due April 3rd***

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 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. 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. Also, bring a hard copy to class.** 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. **An Abstract is required for this paper.**

● **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 and references.

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

***Due April 17th ( Paper) and April 24th (Presentation)***

1. 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.

***Due April 28th***

8. ***Tests***

Two major assessments will be given. The first assessment will be given **March 6th** and the second will be given on **April 28th**. The exams will consist of multiple choice, true-false, and short answer/essay items.

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

Conference Attendance (you must submit a 2-page summary on Bb within 5 days of attendance- 10 points):

**NCCA Conference** February 20-22, 2013 The Grandover Resort, Greensboro, NC

**ACA 2013 Annual Conference & Exposition** March 20-24, 2013 Cincinnati, Ohio

Other conferences (as approved by instructor).

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 Spring 2013***

*(Schedule is subject to adjustment by instructor)*

|  |  |  |
| --- | --- | --- |
| **DATE** | **TOPIC(S)** | **\*READINGS**  **Complete pre-chapter inventories** |
| **January 16** | Introductions, Expectations and Syllabus Overview  Interests  Class Activities | **CCC=Corey, Corey and Callanan** |
| **23** | Introduction to Professional Ethics  **CCC Self-Assessment Due-CCC pp28-38**  **Begin Self-Assessment Project**  **University Counseling Center Presentation** | CCC: 1 |
| **30** | The Counselor as a Person and a Profession  **APA Writing Overview** | APA Manual  CCC:2 |
| **February 6** | Multicultural Perspective and Diversity  APA Writing Overview  **Multicultural Assessment Due Assignments**  **Group Meeting time** | CCC: 4  APA Manual |
| **13** | Values and the Helping Relationship  **Ethical Case Study Due** | CCC: Chapter 3 |
| **20** | Client Rights and Counselor Responsibilities  **Paper Topic and Outline due** | CCC: 5 |
| **27** | Confidentiality: Ethical and Legal Issues  School Counseling  **Internet Assignment Due** | CCC:6 |
| **March 6** | Managing Boundaries and Multiple Relationships  **Midterm Assessment - Online** | CCC:7 |
| **20** | Professional Competence and Training  **Roles and Responsibility Assignment Due** | CCC: 8 |
| **April 3** | Issues in Supervision and Consultation  Ethical Issues in Group Work  **Taping Assignment Due** | CCC: 9  CCC:12 |
| **10** | **Issues in Theories and Practice** | CCC: 10 |
| **17** | Ethical Issues in Couples and Family Therapy  Military Families  **Research Paper Due** | CCC: 11 |
| **24** | Ethical Issues in Community  Mental Health Counseling  **Presentation of Research Papers** |  |
| **28** | **Self-Assessment Project Due**  Final Examination | CCC: 13 |
|  |  |  |

\* **Journal articles may be periodically posted on Blackboard to accompany chapter readings. Short reflections will be submitted and will count as homework for the**

**Course Evaluation:**

#### Method Points

Self-Awareness Project 100

Assessment 1 100

Assessment 2 100

Paper and Presentation 100 (80/20)

Development of Professional Counseling Paper 100

Taping Assignment 75

Field Assignment Report 75

##### Participation 100

CCC (15)

Ethical Case Study (15)

Multicultural Assessment (15)

Chapter Quizzes (varies)

Class Discussions (varies)

TOTAL 750

###### Grading Scale

675 > A

600-674 B

525-599 C

450-524 D

<449 F

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 Support Services for Students with Disabilities**

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 in Suite G20 in the Student Services Building. Please contact Kesha Lee, Director at (919) 530-6325 or e-mail [studentdisabilityservices@nccu.edu](https://webmail.nccu.edu/owa/redir.aspx?C=f677a5c4fc5148209b3339d875384685&URL=mailto%3astudentdisabilityservices%40nccu.edu).  If you are already registered in the office, you will need to return to the office **each semester** to review your information and receive updated accommodations.

**Religious Observances:**

Students are allowed two days for religious observations per year. These additional religious holidays are not noted on the university calendar. Please provide advance notice if you will be celebrating an observation. This is particularly true if there will be conflicts with class assignment and/or activities.

###### Selected Additional Resources

American Counseling Association (2005). *Code of ethics and standards of practice.* Alexandria, VA:

Author.

Anderson, D., & Swanson, C. (1994). *Legal issues in licensure*. Alexandria, VA: ACA.

Bernard, J. M., & Goodyear, R. K. (20010). *Fundamentals of clinical supervision* (5th ed.). Boston, MA:

Allyn & Bacon.

Coleman, M. (2006). Critical incidents in multicultural training: An examination of student experiences.

*Journal of Multicultural Counseling and Development, 34*, 168-182.

Comstock, D. L., Hammer, T. R., Strentzsch, J., Cannon, K., Parsons, J., & Salazar, G., II. (2008).

Relational-cultural theory: A framework for bridging relational, multicultural, and social justice

competencies. *Journal of Counseling & Development, 86,* 279–287.

Cormier, L. S., & Hackney, M. (2013). *The professional counselor: A process guide to helping* (7th ed.).

Boston: Allyn & Bacon.

Cormier, W., & Cormier, L. (1998). *Interviewing strategies for helpers: Fundamental skills and*

*cognitive behavioral interventions* (4th ed). Pacific Grove, CA: Brooks/Cole.

Corey, G. (2013). *The Art of Integrative Counseling.* Racific Grove, California: Brooks Cole.

Council for Accreditation of Counseling and Related Educational Programs. (2009). *The2009 standards.*

Retrieved from <http://cacrep.org/doc/2009%20Standards>. pdf

Evans, D., Hearn, U., & Ivey, A. (1998). *Essential interviewing: A programmed approach to effective*

*communication* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Gehart, D. R. (2012). *Theory and Treatment Planning in Counseling and Psychotherapy* (1st ed.). Pacific Grove, California: Brooks Cole.

Gladding, S. (2007). *Counseling: A comprehensive profession* (6th ed.). New York: Macmillan.

Harding, A. K., Gray, L. A., & Neal, M. (1993). Confidentiality limits with clients who have HIV: A

review of ethical and legal guidelines and professional policies. *Journal of Counseling and*

*Development, 71*, 297-304.

Hoenshil, T. H. (2000). High tech counseling. *Journal of Counseling and Development, 78,* 365-368.

Ivey, A. E., Bradford-Ivey, M. (2009). *Intentional interviewing and counseling: facilitating client*

*development in a multicultural society* (6th ed.). Pacific Grove: Brooks/Cole.

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