



North Carolina Central University

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 - 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: Spring 2020- Online Course

Class Location: Blackboard Delivery

Instructor Information:

Name: Taheera N. Blount, PhD, NCC, LCMHC, HS-BCP

Email: tblount5@nccu.edu

Office location: 2126 School of Education

Office hours: T: 10 - 2pm (appointment & virtual); W: 1-3:30 pm (virtual); T 11:00 – 2pm (appointment & virtual).

*****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.**

Required Course Materials:

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Corey, G., Corey, M. S., Corey, C. & Callanan, P. (2018). *Issues and ethics in the helping profession* (10th ed.). Stamford, CT: Brooks/Cole/Cengage Learning.*

AATBS (2019). *Counseling National Counseling Exam: Professional Orientation & Ethics* (Volume 1). Ventura, CA.

* 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.

Recommended Text – VERY USEFUL for studying for Comps and NCE exam!

Erford, B. T., Hays, D. G., & Crockett, S. (2015). *Mastering the national counselor examination and the counselor preparation comprehensive examination*. Pearson. (ISBN10: 0133786773)
<https://www.pearson.com/us/higher-education/program/Erford-Mastering-the-National-Counselor-Exam-and-the-Counselor-Preparation-Comprehensive-Exam-with-Enhanced-Pearson-e-Text-Access-Card-Package-2nd-Edition/PGM183904.html>

Course Specific Websites/Resources:

<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 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/knowledge-center/ethics>
<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> APA tutorial
<https://www.lib.ncsu.edu/citationbuilder/> NCSU Citation Builder

Counselor Education Program Objectives:

The program develops counselors who:

1. Develop a theoretically solid philosophy of practice integrating research data into evidence based practices;
2. Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
3. Formulate a professional identity that responds to the needs of their client populations while utilizing culturally competent practices and appropriate assessment tools and procedures;
4. Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
5. Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development and consult with other professionals concerning the developmental needs of culturally diverse clients;
6. Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access.

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.

Student Learning Outcomes and Assessment for This Course:

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—

- history and philosophy of the counseling profession and its specialty areas
- 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
- counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- the role and process of the professional counselor advocating on behalf of the profession
- advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- professional counseling organizations, including membership benefits, activities, services to members, and current issues
- professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- current labor market information relevant to opportunities for practice within the counseling profession
- ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- technology's impact on the counseling profession
- 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

Con 5201 Student Learning Outcomes (SLOs) <i>The corresponding CACREP standards* met in this class are listed here. At the completion of this course the candidate will be able to:</i>	Method for Obtaining Outcome	Method for Evaluation of Outcome (Evidence)
SLO 1 Research and report the history and philosophy of the counseling profession. (CACREP II.F.1.a) (NCATE Standard 1.2)	Lectures, class readings and discussions.	The Development of Professional Counseling/ Internet Paper
SLO 2 Identify counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team. (CACREP II.F.1.b)	Lectures, class readings and discussions.	Roles and Responsibility Paper
SLO 3 Identify with the counseling profession (CACREP II.C)	Lectures, class readings and discussions,	Participation in professional organizations seminars, and workshops, tests and examinations
SLO 4 Examine the use of technology in the counseling profession (CACREP II.F.1.j, II. F.5.e) (NCATE Standard 1.4)	Lectures, class readings and discussions.	The Development of Professional Counseling/ Internet Paper.
SLO 5 Practice beginning expertise in essential counseling skills (CACREP II.F.5.g) (NCATE 4.5)	Class role plays lectures, class readings and discussions.	Taping Assignment
SLO 6	Lectures, class readings and discussions.	Tests and examinations

Learn counselor characteristics and behaviors that influence the helping process (CACREP II. F. 5.f)		
SLO 7 Initiate the process of self-awareness, and exploration of how an individual's values and beliefs fit within the role of counselor (CACREP II. F. 5.f) (CACREP II. C.)	Lectures, class readings and discussions.	Self-assessment Assignment Journal assignment
SLO 8 Learn about the professional literature and organizations (CACREP II.F.1.f)	Lectures, class readings and discussions,	Research Paper
SLO 9 Research and report professional organizations, including membership benefits, activities, services to members, and current issues. (CACREP II.F.1.f) (NCATE Standard 1.3)	Lectures, class readings and discussions.	The Development of Professional Counseling / Internet assignment and tests and examinations
SLO 10 Research and report professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. (CACREP II.F. 1.g) (NCATE Standard 1.5)	Lectures, class readings and discussions.	The Development of Professional Counseling/ Internet Assignment
SLO 11 Research and discuss the role and process of the professional counselor advocating on behalf of the profession (CACREP.F.1.d)	Lectures, class readings and discussions.	Participation in professional organizations
SLO 12 Analyze and apply ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations (CACREP II.F.1.i) (NCATE Standard 1.1)	Class, discussions and readings.	Ethical Case Study
SLO 13 Assess and report cultural self-awareness as it relates to counselors' roles, promoting cultural social justice, advocacy and wellness. (CACREP II.F.2.d,e,f,g)	Class, discussions and readings.	Multicultural Assessment Assignment, tests and examinations

SLO 14 Define counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination. (CACREP II.F.2.h)	Class, discussions and readings.	Tests and examinations
SLO 15 Apply counseling theories that provide the student with models to conceptualize client and appropriate counseling interventions. (CACREP II.F.5.a,b)	Lectures, class readings and discussions.	Taping Assignment
SLO 16 Formulate a general framework for understanding and practicing consultation. (CACREP II.F.5.c)	Lectures, class readings and discussions.	Tests and examinations
SLO 17 Observe professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications. CACREP (II.F.1.b,c,d,e)	Lectures, class readings and discussions.	Field Assignment
SLO 18 Identify self-care strategies appropriate to the counselor role. (CACREP II.F.1.I)	Lectures, class readings and discussions.	Self-Assessment Assignment and Journals
SLO 19 Use the <i>APA Manual</i> , emphasizing referencing style.	Lectures, class readings and discussions.	Written Class assignments

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>.

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.
- **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.
- **Veterans Service.** 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](tel:919-530-5000) or veteransaffairs@nccu.edu.

Ethical Standards:

Universities are unique communities committed to creating and transmitting knowledge through the freedom individuals have to explore ideas and to further their own capabilities. This freedom depends on the responsible

behavior of all the members of the community who must treat each other with respect. They must allow each other to develop the full range of their capabilities and take full advantage of the institution's resources. ***Students are expected to abide by the University academic integrity policy. Do not receive or give any assistance on tests or projects unless specified by the instructor. For further information regarding academic integrity, academic dishonesty, cheating, plagiarism, and sanctions, refer to <http://www.nccu.edu/catalog2k2/075-092.pdf>. Students are also expected to adhere to the Ethical standards of the American Counseling Association.*** If you have not already familiarized yourself with ACA Ethical standards and the Universities policies on academic integrity, it is recommended that you do so.

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.***

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Blackboard, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

Online Course Attendance Policy:

For online sections of this course, the instructor has access to every student's course online activity throughout the semester. 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.***

Course Policies

- 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 weekly checklist. (Note: The syllabus schedule is tentative, and the Weekly Checklists that are posted on the course Blackboard are the most accurate. Please check these folders every week.) 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.
- In addition to the use of APA format, all papers should be typed, double-spaced and reflect graduate level content and preparation. Careless preparation or inappropriate presentations will adversely affect the grade for that assignment.

CON 5201 - Course Requirements and Expectations:

The following is a general overview of required course policies, expectations, and assignments. The course blackboard site is where you will find the most up to date and specific information on assignments. If you have a general question about an assignment, please contact your instructor via email (well in advance of the assignment's due date) for quickest response.

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, guest speakers, student presentations, electronic communications, and modeling.

Blackboard:

This class will utilize the campus Blackboard system. Every student will be set up with a username and password (if you don't already have one). You will be required to log on to the Blackboard system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your Blackboard (Bb) account please call Bb or the IT department first at 530-7676. The instructor will use only your NCCU email address for contact.

Foliotek:

Foliotek is the electronic system for housing samples of your best work used by the School of Education and our Department. If you are not a Counselor Education major Foliotek is not a requirement for you. The details are as follows:

- Everyone admitted to the counseling program Fall 2008 or after should have a Foliotek account. Non-counseling majors are not required to use Foliotek unless specified by their own NCCU department.
- If you do not have a Foliotek account, contact Foliotek at 1-888-365-4639, extension 2. Note this information is on our website (www.nccuCounseling.com) on the student page.
- Documents from coursework for each semester should be amended according to the feedback received from your professor and uploaded into Foliotek at the end of each semester.
- These documents should be your best work and incorporate your instructors' feedback and/or suggestions.
- Documents from this semester's coursework should be amended and uploaded into Foliotek by Wednesday, June 15 at 5:00 pm.
- These documents should be your best work and incorporate your instructors' feedback and/or suggestions.
- Faculty will evaluate your portfolio each semester so this will be an ongoing requirement as you prepare for your mid-program review (semester before you plan to take Practicum (CON 5372)) and final portfolio defense (final semester of coursework).

Maintaining an electronic portfolio (i.e., Foliotek) is a 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 (assignments are marked.). 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.

The required Foliotek assignments for this course include: Ethical Case Study, Development of Professional Counseling Internet Assignment, Roles and Responsibility Paper, and the Self-Awareness Project.

Missed Assignments:

Students are expected to keep track of assignments via the syllabus **AND** the Weekly Checklist found each week in the online platform. **Late assignments will not be accepted.** If there are special concerns or circumstances, contact Dr. Blount electronically. **Assignments that are not turned in by their deadline will receive a grade of zero (0).** Grades for the course are based on accumulation of points. See course grading scale 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. Students are expected to adhere to APA formatting for all papers.

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 assignments will be available on the Blackboard site.

CON 5201- Course Assignments and Evaluation Criteria

As your instructor, I am committed to your learning, development, and understanding of this class and its various topics. Assignments and exercises are designed to address various learning styles and to help students gain a more in-depth understanding of the material. In order to help students get the most out of this class experience, ***I strive to provide continual feedback on papers and projects throughout the semester within 9-14 business days after DUE DATE of assignment.***

The following highlights the required papers and assignments for this course along with a brief general description. More specific instructions for each of these assignments will be found in Blackboard:

1. Self-Assessment Reflection Paper:

This assignment is part of a pre/post evaluation and will be revisited at the end of the semester. You will complete an instructor selected self-assessment and thoughtfully review your answers. (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). 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. 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. Also, as a result of the self-assessment, identify and discuss what do you most hope to learn about the topic of ethics during the course of this semester. Paper must be written in APA-format. Consult your APA manual, along with any APA resources that are posted on Blackboard for more specifics on APA. SEE THE RUBRIC FOR GRADING SPECIFICS! **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: *This is a Foliotek assignment and a group assignment**

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.** SEE THE RUBRIC FOR GRADING SPECIFICS! (SLO 12, SLO 19)

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 will help students gain a comprehensive understanding of the history of the counseling profession, professional counseling organizations and associations, as well as assess how technology is playing a role in the profession's development and evolution. Students will apply ethical standards toward current counseling trends, websites, and services in technology and examine how technology may or may not be meeting ethical standards. The assignment will include the following three general sections: History and Development of Professional Counseling; A Review of Professional Counseling Related Websites; and Growth of the Counseling Profession Through Technology. SEE THE RUBRIC FOR GRADING SPECIFICS! (SLO 1, SLO 4, SLO 9, SLO 10, SLO 19)

4. Roles and Responsibility Assignment – Field Interview: *This is a Foliotek assignment**

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 will be 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. SEE THE RUBRIC FOR GRADING SPECIFICS! (SLO 2, SLO 19)

5. Self-Awareness Project/Paper: *This is a Foliotek assignment**

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 various self-assessments, compare results from an assessment from the beginning of the semester, and write a

reflective paper based on insights gained. Students will also give examples of how they may encounter certain issues professionally and/or personally. The paper will be based on reflections via results of several assessments and experiences throughout the course of the semester and will serve as evidence of personal and professional growth as well as areas for further exploration and development. More information available on Blackboard. SEE THE RUBRIC FOR GRADING SPECIFICS! (SLO 7, SLO 18, SLO 19)

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 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, or 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:

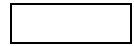
This course offers several supplemental yet important practice items that help bring the topics of ethics and professional orientation to life in this online course format. Students will be assigned weekly audio lectures, Ethics in Action videos, and various online case study scenarios via the Mindtap 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. The instructor will have Mindtap access to each student’s activity and statistics for these practice items and will be a component of the course participation grade.

10. Participation:

Participation is assessed in various ways including class attendance, preparation, engagement in class discussions and activities, effort and participation in group projects, and levels of engagement in the online supplemental assignments

Sample Participation Score Rubric

Participation Grade Components	Below Average/Below Expectations 0 -4	Average/ Met Basic Requirements 5 - 9	Met and Exceeded Basic Requirements and Expectations 10	50 Total Points
Completion Online Supplemental /Practice Assignments				
Attendance				
Contributions and Engagement in Discussion Board				
Completion of Assignments				
Contribution to Group Projects				



11. 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, a report to the Program Chair and Dean, and/or failure of the course. 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

Important Reminders:

- Weekly Windows open on Blackboard on Sunday evenings. Please be sure to review the Weekly Checklist that will be provided. This helps students keep on track with assignments and due dates.
- Come to class having read the week's chapter and be prepared to engage in discussions on the topic. You are expected to be prepared to discuss, summarize, and apply all readings. This will be an interactive class. Complete all assigned readings before coming to class and attempting your assignments.
- ***No student who misses more than two scheduled classes can earn a grader higher than a "B" and no student who misses more than three classes can earn a grade higher than "C"*** due to the importance of class participation, and demonstration of counselor's professional expectations and characteristics.
- *Most* Assignments Due TUESDAYS by 11:59 pm (prior to class) unless otherwise noted. If papers are due, have them printed and stapled and ready to hand in prior to the start of class.
- Check in on Blackboard on a frequent basis. Keep up with Blackboard announcements and updates as they are the most up to date and accurate.
- Please keep up with NCCU Counseling Key Dates for drop/add dates and other important information. <http://www.nccucounseling.com/student2/index.php/students>
- Controversial topics and/or opinions may arise during the course of class discussion that may cause strong feelings or emotions. It is important that any debate of these topics and opinions be discussed in a respectful and courteous manner. Please be mindful and courteous of others as you are listening and speaking in class/virtual environment. It is important that our classroom be a nurturing place for conscientious dialogue.
- Any non-compliance to course policies and guidelines (including professional etiquette) will impact student's participation grade.
- SEE ASSIGNMENT RUBRICS FOR GRADING SPECIFICS! These rubrics will help you be successful on your papers and assignments as I will be specific on how I grade and what I will be looking for.
- Contact me with any issues, concerns, questions. However, 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.

I look forward to working with you this semester!

Course Schedule Spring 2020

Note: Schedule subject to change!

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

Weekly Checklists found on Blackboard site for this course are most accurate! Email tblount5@nccu.edu HYPERLINK

"<http://tblount5@nccu.edu>" you have any questions.

WEEK OF		TOPIC(S) & ASSIGNMENTS OF THE WEEK * 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. 13	<p style="text-align: center;">Introductions, Expectations and Syllabus Overview Introduction to Professional Ethics <u>DUE - by TUES, Jan 21st by 11:59 pm</u> Chapter Quiz 1 Syllabus Quiz Jan.17 – Drop/ Add Period Ends @ 4:00 p.m.</p>	<p>(CCC = Corey Textbook) CCC: Chapter 1 Mindtap: Chapter 1 Powerpoint Read Chapter 1 Self-Inventory The Case of Olivia Case of Kevin Chapter 1 Quiz Syllabus Quiz</p>
2	Jan. 20	<p style="text-align: center;">Before Class this Week: Read Ch. 2 - The Counselor as a Person and a Profession and http://www.counseling.org/docs/default-source/ethics/practitioner%27s-guide-to-ethical-decision-making.pdf?sfvrsn=0 APA Overview & APA Practice (*Graduate school papers require the use of APA format.) <u>DUE - by TUES, Jan. 28th by 11:59 pm</u> Chapter Quiz 2</p>	<p>CCC: Chapter 2 APA Manual (Resources)</p> <p>AATBS Section I (Introduction) & Section II (Professional Issues)</p> <p>Mindtap: Chapter 2 Powerpoint Ethical Decision-Making Model - Read Chapter 2 Self-Inventory Dealing with Anger Cases of Shyla & Jasmine Ethics in Actions Videos Cases of Bihn and Eloise Chapter 2 Quiz</p>
3	Jan. 27	<p style="text-align: center;">Before Class this Week: Read Ch 3 – Values and the Helping Relationship <u>DUE by TUES, Feb. 4th by 11:59 pm</u> Chapter Quiz 3 Self-Assessment Reflection Paper *Groups will be assigned for the Ethical Study Paper*</p>	<p>CCC: Chapter 3</p> <p>AATBS Section III. Ethical Responsibilities of Counselors</p> <p>Mindtap: Chapter 3 Powerpoint Reflection Activity Self-Inventory Video Activity: Family Values Case Study of Reggie Case Study of Kate Self-Inventory Chapter 3 Quiz</p>
4	Feb. 3	<p style="text-align: center;">Before Class this Week: Read Ch 4 - Multicultural Perspectives and Diversity Issues <u>DUE by TUES, Feb. 11th by 11:59 pm</u> Chapter Quiz 4 Watch the video: <i>The DNA Journey</i>/ Post your reaction on Discussion Board https://www.youtube.com/watch?v=tyaEQEmt5Is Work with your group on Ethical Case Study Paper</p>	<p>CCC: Chapter 4</p> <p>AATBS Section IV. (Overview of the Ethics Code) AATBS Section V. (The NBCC Code Of Ethics & the ACA Code of Ethics)</p> <p>Mindtap: Chapter 4 Powerpoint Reflection Activity Self-Inventory Video Activity: Challenging the Counselor Case Study of Miguel Why am I here? Self-Inventory Chapter 4 Quiz</p>

5	Feb. 10	<p style="text-align: center;">Before Class this Week: Read Ch 5 - Client Rights and Counselor Responsibilities <i>Make an appointment to interview your Helping Professional for the Roles/Responsibility Paper.</i></p> <p style="text-align: center;"><u>DUE by TUES, Feb. 18th by 11:59 pm</u> <u>Chapter Quiz 5</u></p> <p style="text-align: center;">* Feb. 14th - Last day to withdraw from the university with a prorated tuition and fee adjustment.</p>	<p>CCC: Chapter 5</p> <p>Mindtap: Chapter 5 Powerpoint Reflection Activity Self-Inventory Chapter 5 Video Activity: Teen Pregnancy Chapter 5 Case Study: The Case of Kiara Case of Randall Rice Self-Inventory Chapter 5 Quiz</p>
6	Feb. 17	<p style="text-align: center;">Before Class this Week: Read Ch 6 - Confidentiality: Ethical and Legal Issues <u>Ethical Case Study Paper*</u> <u>DUE by TUES, Feb. 25th by 11:59 pm</u></p> <p style="text-align: center;"><u>Chapter Quiz 6</u> <u>Respond to Discussion Board Post</u></p>	<p>CCC: Chapter 6</p> <p>Mindtap: Chapter 6 Powerpoint Reflection Activity Self-Inventory Video Activity: Sexuality Promiscuity The Case of Spencer Case of Lake County Schools Why am I here? Self-Inventory Chapter 6 Quiz Discussion Board Post</p>
7	Feb. 24 *Midterm	<p style="text-align: center;">Before Class this Week: Read Ch 7 -Managing Boundaries and Multiple Relationships <i>Look Ahead: Visit sites for Roles & Responsibilities Assignment</i></p> <p style="text-align: center;"><u>DUE by TUES, March 3th by 11:59 pm</u> <u>Chapter Quiz 7</u></p> <p style="text-align: center;"><u>Mid-term Assessment</u></p>	<p>CCC: Chapter 7</p> <p>Mindtap: Chapter 7 Powerpoint Self-Inventory Reflection Activity Video Activity: Client Sexual Attraction The Case of Marcy Case of Gerald Goad Chapter 7 Quiz</p>
8	March 2	<p style="text-align: center;">Continued - Read Ch 7 -Managing Boundaries and Multiple Relationships</p> <p style="text-align: center;"><u>Due by TUES, March 10th by 11:59 pm</u> <u>*Development of Professional Counseling Assignment*</u></p> <p style="text-align: center;">March 4th - Last day for graduate students to withdraw from a class with a WC grade or from the university with a W grade.</p>	
9	March 9	<p>Spring Break: March 9th-March 13th <i>Looking Ahead – Finalize Roles and Responsibility Assignment Interviews and Papers!</i></p>	
10	March 16	<p style="text-align: center;">Before Class this Week: Read Ch 8 – Professional Competence and Training <u>Chapter Quiz 8</u></p> <p style="text-align: center;"><u>DUE by March 24th @ at 11:59 pm</u></p>	<p>CCC: Chapter 8</p> <p>Mindtap: Chapter 8 Powerpoint Self-Inventory Reflection Activity Dealing with Delusions Case of Binh Case of Stanley Oliver Chapter 8 Quiz</p>
11	March 23	<p style="text-align: center;">Before Class this Week: Read Ch 9 – Ethical Issues in Supervision <u>Due TUES, March 31st at 11:59 pm</u></p> <p style="text-align: center;"><u>Chapter Quiz 9</u></p>	<p>CCC: Chapter 9</p> <p>Mindtap: Chapter 9 Powerpoint Self-Inventory Reflection Activity Video Activity: Case of Hannah Case Study of Greta Case Study of Karrie Chapter 9 Quiz</p>

12	March 30	<p>Before Class this Week: Read Ch 10 – Issues in Theory and Practice <u>Due TUES April 7th at 11:59 pm</u> <u>Chapter Quiz 10</u> <u>*Roles and Responsibility Assignment * DUE by TUESDAY, April 7th</u></p>	<p>CCC: Chapter 10 Mindtap: Chapter 10 Powerpoint Self-Inventory Reflection Activity Video Activity: The Case of Anne Case Study: The Case of Leon Case Study: Case of Gavin Chapter 10 Quiz</p>
13	April 6	<p>Before Class this Week: Read Ch 11 – Ethical Issues in Couples and Family Therapy <u>DUE by TUES, April 14th by 11:59 pm</u> <u>Chapter Quiz 11</u></p>	<p>CCC: Chapter 11 Mindtap: Chapter 11 Powerpoint Self-Inventory Reflection Activity Video Activity: Case of Brian Case of Virginia and Tom Case Study: Gayle and Paul Chapter 11 Quiz</p>
14	April 13	<p>Before Class this Week: Read Ch 12 – Ethical Issues in Group Work <u>DUE by TUES, April 21st by 11:59 pm</u> <u>Chapter Quiz 12</u> <u>Self-Awareness Project DUE by TUESDAY April 21st</u></p>	<p>CCC: Chapter 12 Mindtap: Chapter 12 Powerpoint Self-Inventory Reflection Activity Video Activity: This Group Against my Will Case of John Case Study: Case of McKenna Chapter 12 Quiz</p>
15	April 20	<p>Before Class this Week: Read Ch 13 – Community and Social Justice Perspective <u>Due by TUES, April 28th by 11:59 pm</u> <u>Chapter 13 Quiz</u></p>	<p>CCC: Chapter 13 Mindtap: Chapter 13 Powerpoint Self-Inventory Reflection Activity Video Activity: Case of Crystal Case Study: Case of Lupe Case Study: Case of Nathaniel Chapter 13 Quiz</p>
16	April 27	<p><u>Final Exam</u> <u>***Due by Monday, May 4th by 4 pm***</u></p>	<p>Congratulations! You did it! ☺</p>

Course Evaluation:

Method	Points
Self-Assessment Reflection Paper	100
Ethical Case Study Paper* (Group)	150
Midterm Exam	60
Development of Professional Counseling Paper*	150
Roles and Responsibility Field Study Report*	150
Self-Awareness Project*	150
Weekly Chapter Quizzes (13 quizzes @ 10 pts each)	130
Final Exam	60
Participation (Components Below):	50
Online Supplemental Assignments Engagement	
Classroom Attendance, Engagement, & Discussions Board Post	
Completion of All Assignments and Assessments	

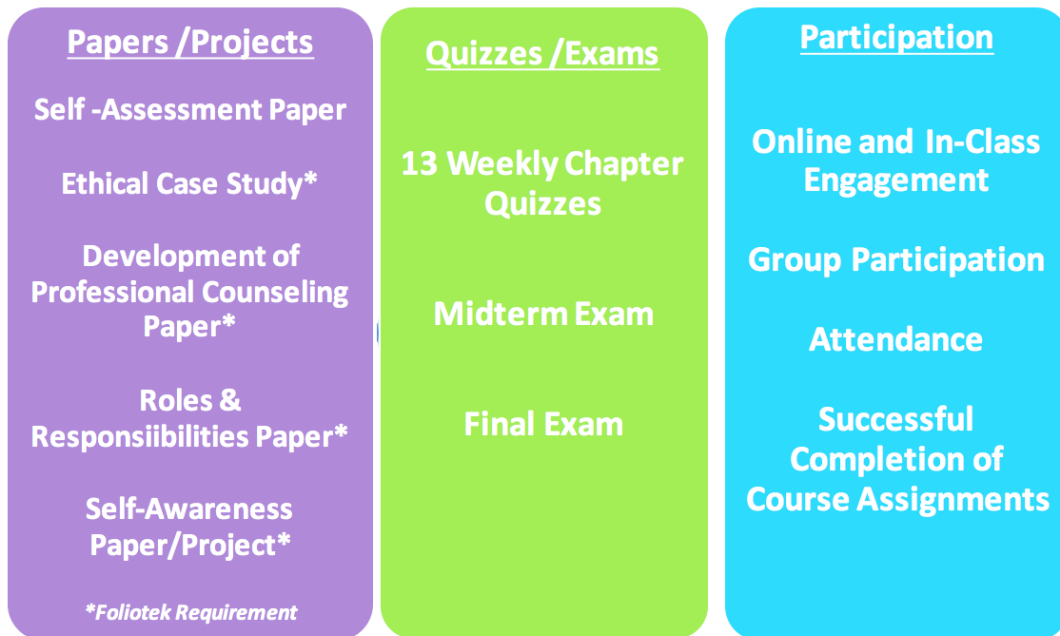
TOTAL POINTS 1,000

* Indicates that assignment is a Foliotek Requirement

Grading Scale

900-1000	A
800-899	B
700-799	C
0-699	F

Syllabus Snapshot



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