



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.***

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 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 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 comments 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

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) 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, and field interview.

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.**

*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.

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.

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). Grades for the course are based on accumulation of points. See grading scale below for specific point values of each assignment.

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.

1. Self-Assessment Reflection Paper

(SLO 3, 6, 7, 18, 19)

50 points

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 Section 1-6, 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
5. 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.*

Basic Paper 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.
- **More information on this assignment will be available on the Blackboard site.**

2 . Ethical Case Study Paper ***This is a Foliotek assignment/This is a Group Assignment. (100 points)

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)

Basic Paper 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.
- **More specific information on this assignment will be available on the Blackboard site.**

3. Development of Professional Counseling Internet Assignment: (100 points)

(SLO 1, SLO 4, SLO 9, SLO 10, SLO 19) *****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> and

<http://www.nbcc.org/AssetManagerFiles/ethics/internetCounseling.pdf>.

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.***

Basic Paper 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.
- **More information on this assignment will be available on the Blackboard site.**

4. Roles and Responsibility Assignment – Field Interview

(SLO 2, SLO 19) *****This is a Foliotek assignment.

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.

Basic Paper 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.
- **More information on this assignment will be available on the Blackboard site.**

5. Self-Awareness Project Paper

(SLO 7, SLO 18, SLO 19) ****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 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.

Basic Paper 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.
- **More information on this assignment will be available on the Blackboard site.**

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 (Optional)

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 Fall 2017

WEEK OF DATE	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	August 14	Introductions, Expectations and Syllabus Overview Introduction to Professional Ethics DUE - by TUES Aug 22 by 11:59pm <u>Introduce Yourself on DB!</u> <u>Chapter Quiz 1 (5 pts)</u> <u>Syllabus Quiz (5 pts)</u>	Corey, Corey, and Callanan (CCC) CCC: Chapter 1 Mindtap: Intro Audio Lecture Ch 1 Audio Lecture Case of Kevin Chapter 1 Quiz Syllabus Quiz
2	August 21	The Counselor as a Person and a Profession Groups will be assigned for the Ethical Study Paper 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 are graded on the correct use of APA format.) DUE - by TUES Aug 29 by 11:59pm <u>Chapter Quiz 2 (10 pts)</u>	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	August 28	Values and the Helping Relationship DUE by TUES Sept 5 by 11:59pm <u>Self-Assessment Reflection Paper (50 pts)</u> <u>Chapter Quiz 3 (10 pts)</u>	CCC: Chapter 3 Mindtap: Ch 3 Audio Lecture Ethics in Actions Videos Case of Victor Chapter 3 Quiz
4	September 4	Multicultural Perspectives and Diversity Issues DUE by TUES Sept 12 by 11:59pm <u>Chapter Quiz 4 (10 Pts)</u> <u>Watch the video: <i>The DNA Journey</i>/ Post your reaction on DB</u> 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	September 11	Client Rights and Counselor Responsibilities DUE by TUES Sept 19 by 11:59pm <u>Ethical Case Study Paper* (100 pts)</u> <u>Chapter Quiz 5 (10 Pts)</u> <i>Make an appointment to interview your Helping Professional for the Roles/Responsibility Paper.</i>	CCC: Chapter 5 Mindtap: Ch 5 Audio Lecture Ethics in Actions Video Cases of Marvin, Sara, & Sergio Chapter 5 Quiz
6	September 18	Confidentiality: Ethical and Legal Issues DUE by TUES Sept 26 by 11:59pm <u>Chapter Quiz 6 (10 Pts)</u>	CCC: Chapter 6 Mindtap: Ch 6 Audio Lecture Ethics in Actions Video Cases of Matt, Veronica, Sherry Chapter 6 Quiz

7	September 25	<p>Ch 7 -Managing Boundaries and Multiple Relationships <i>Look Ahead: Visit sites for Roles & Responsibilities Assignment</i></p> <p><u>DUE by TUES Oct 3 by 11:59pm</u> <u>Chapter Quiz 7 (10 Pts)</u></p>	<p>CCC: Chapter 7 Mindtap: Ch 7 Audio Lecture Ethics in Actions Video Cases of Gift Giving, Gloria, & Millie Chapter 7 Quiz</p>
8	October 2	<p><u>Due by TUES Oct 10 by 11:59pm</u> <u>Online Midterm Assessment (80 points)</u></p>	
9	October 9	<p>Ch 8 – Professional Competence and Training Professional Competence and Training <i>Looking Ahead - Finalize Roles and Responsibility Assignment Interviews!</i></p> <p><u>DUE by WEDS, Oct 18 at 11:59 PM</u> <u>Chapter Quiz 8 (10 pts)</u></p> <p>(Note the adjusted due date due to Fall Break)</p>	<p>CCC: Chapter 8 Gladding Chapter on BB Mindtap: Ch 8 Audio Lecture Ethics in Actions Video Cases of CEUs & Ed Chapter 8 Quiz</p>
10	October 16 (Fall Break Oct 16-17)	<p>Ch 9 - Ethical Issues in Supervision</p> <p><u>Due TUES, Oct 24 at 11:59 PM</u> <u>Development of Professional Counseling Assignment* (100 pts)</u> <u>Chapter Quiz 9 (10 pts)</u></p>	<p>CCC: Chapter 9 Mindtap: Ch 9 Audio Lecture Cases of Brent, Laura, & Augustus Chapter 9 Quiz</p>
11	October 23	<p>Ch 10 - Issues in Theory and Practice</p> <p><u>Due TUES, Oct 31 at 11:59 PM</u> <u>Chapter Quiz 10 (10 pts)</u></p>	<p>CCC: Chapter 10 Mindtap: Ch 10 Audio Lecture Cases of Jack, Catrina, & Samuel Chapter 10 Quiz</p>
12	October 30	<p>Ch 11 - Ethical Issues in Couples and Family Therapy</p> <p><u>DUE by TUES, November 7 by 11:59 pm</u> <u>Chapter Quiz 11 (10 pts)</u> <u>Roles and Responsibility Assignment * (100 pts)</u></p>	<p>CCC: Chapter 11 Mindtap: TBA</p>
13	November 6	<p>Ch 12 - Ethical Issues in Group Work</p> <p><u>DUE by TUES, November 14 by 11:59 pm</u> <u>Chapter Quiz 12 (10 pts)</u></p>	<p>CCC: Chapter 12 Mindtap: Ch 12 Audio Lecture Cases of GL, Lisa, & Jason Chapter 12 Quiz</p>
14	November 13	<p>Ch 13 - Community and Social Justice Perspective</p> <p><u>Due by Tuesday Nov 21, 2017 by 11:59 pm</u> <u>Self-Awareness Project (100 pts)</u> <u>Chapter 13 Quiz (10 pts)</u></p>	<p>CCC: Chapter 13 Mindtap: Ch 13 Audio Lecture Cases of Rosa & Andres Chapter 13 Quiz</p>
15	November 20 (Last Week of Classes AND Thanksgiving Week!)	<p>***Due by WEDNESDAY, NOV 29, 2017 by 11:59 pm***</p> <p><u>Final Exam (80 pts)</u> Final Exam will cover Chapters 8-13</p>	<p>Congratulations! You did it! </p>

Course Evaluation:

<u>Method</u>	<u>Points</u>
Self-Assessment Reflection Paper	50
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
<u>Final Exam</u>	<u>80</u>
TOTAL	740

total points

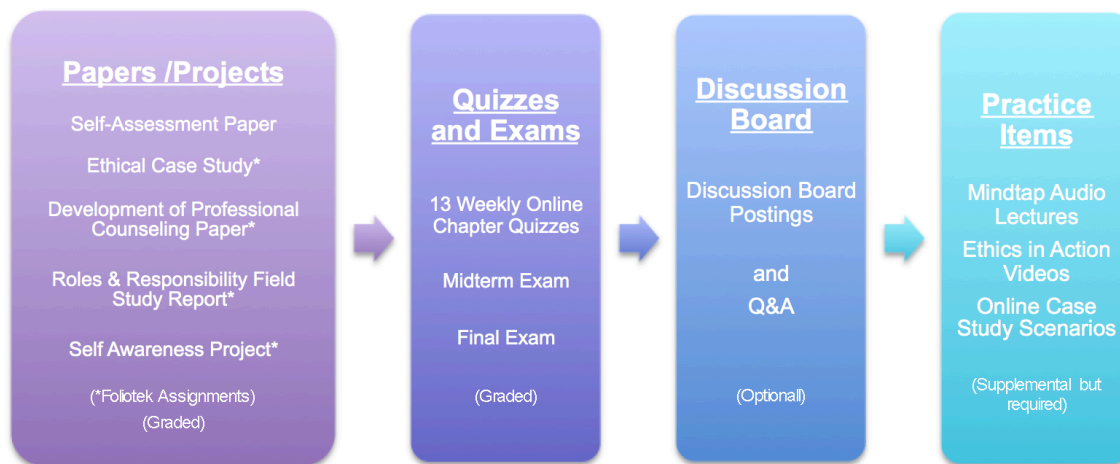
* Indicates that assignment is a Foliotek Requirement

Grading Scale

670-740	A
600-669	B
518-599	C
517-0	F

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Syllabus Snapshot



Students will be evaluated in several ways in this course via:

5 Papers (4 of which are Foliotek assignments)	- Total of 450 Points
13 Weekly Quizzes	- Total of 130 Points
Midterm Exam	- Total of 80 Points
<u>Final Exam</u>	<u>- Total of 80 Points</u>
Total Possible Points	Total of 740 Points

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 use 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 conduct. Therefore, students are required to uphold the university pledge to exercise honesty in completing assignments. See the websites for a full explanation:

http://www.nccu.edu/formsdocs/proxy.cfm?file_id=956

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

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 may renew previously granted accommodations by visiting the SDS website at www.nccu.edu/sds and logging into *Eagle Accommodate*. Accommodations plans for law students are effective for one academic year and must be renewed every fall semester. ***All other students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class.***

Other Campus Programs, Services, Activities, and Resources

Other campus resources to support NCCU students include:

- *Student Advocacy Coordinator (formerly Student Ombudsperson)*. 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; or general problem-solving strategies. Contact Information: Student Services Building, G-06, (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. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.
- *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, nccupdin@nccu.edu.

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. (2010). *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.
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- Corey, G. (2013). *The Art of Integrative Counseling*. Pacific Grove, California: Brooks Cole.
- Council for Accreditation of Counseling and Related Educational Programs. (2009). *The 2009 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.
- Kottler, J. A. (1993). *On being a therapist* (2nd ed.). San Francisco: Jossey-Bass.
- Lundervold, D. A., & Belwood, M. F. (2000). The best kept secret in counseling: Single-case (N=1) experimental designs. *Journal of Counseling and Development, 78*, 92-102.
- Miller, G. (1999). The development of the spiritual focus in counseling and counselor education.

- Journal of Counseling and Development*, 77, 499-501.
- Pierre, M. R., & Mahalik, J. R. (2005). Examining African self-consciousness and Black racial identity as predictors of Black men's psychological well-being. *Cultural Diversity and Ethnic Minority Psychology*, 11, 28-40.
- Quirk, A. E. (2012). *Essentials of Intentional Interviewing: Counseling in a Multicultural World* (2nd ed.). Pacific Grove, CA: Brooks Cole.
- Strunk, W., & White, E. B. (1979). *The elements of style* (3rd ed.). Boston, MA: Allyn & Bacon.
- Teed, E. & Scileppi, J. (2007). *The community mental health system: A navigational guide for providers*. Boston, MA: Pearson Education, Inc.
- Welfe, E. R. (2012). *Ethics in Counseling & Psychotherapy* (5th ed.). Pacific Grove, CA: Brooks Cole.