



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.OL.1 - 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 2025- Asynchronous Online Course

Class Location: Canvas Delivery

Instructor Information:

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

Email: tblount5@nccu.edu

Office location: 2126 School of Education

Office Phone: 919-530-5207

Office hours: T: 10 – 2 pm (on campus); W: 10:30-2:00 pm (virtual by appointment); TH 10:30 – 2 pm (virtual by appointment). The instructor will have virtual office hours during designated times throughout the semester.

Web-Ex Room: <https://nccu.webex.com/meet/tblount5>

If you are scheduling a time to meet with me during office hours, please email in advance. Or if you want to schedule a WebEx meeting or a phone meeting, please email me to set up an appointment. This will help me coordinate student visits and/or meetings.

*****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. (2023). *Issues and ethics in the helping profession* (11th 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 Canvas for instructions on accessing the Mindtap platform that accompanies this textbook.

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

Rosenthal, H. (2017). *Encyclopedia of Counseling*. Master Review and Tutorial for the National Counselor Examination, State Counseling Exams, and the Counselor Preparation Comprehensive Examination (4th ed.). ISBN-10: 1138942650

Course Specific Websites/Resources:

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

<https://apastyle.apa.org/blog>Writing experts comment on APA the APA writing

<https://apastyle.apa.org/blog/basics-7e-tutorial> 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 2024 Standards. Therefore, at the conclusion of this course, students will be able to do the following:

- Integrate the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas (CACREP 3.A.10).

- Articulate knowledge of ethical and legal considerations for selecting, administering, and interpreting assessments (CACREP 3.G.6)

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 (2024):

Section 3: Students actively identify with the counseling profession by participating in professional counseling organizations including membership benefits, activities, services to members, and current issues (CACREP 3.A.6). Ethical behavior, diversity, equity, inclusion, and critical thinking are integral to counselor preparation and should be infused throughout the curriculum (CACREP 3).

The eight foundational curriculum areas represent the knowledge required of all entry-level counselor education graduates. Counselor education programs must document where and in what manner each of the numbered standards below is covered in the curriculum (CACREP 3).

A. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—

1. history and philosophy of the counseling profession and its specialized practice areas
2. the multiple professional roles and functions of counselors across specialized practice areas
3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management
4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
5. the role and process of the professional counselor advocating on behalf of the profession
6. professional counseling organizations, including membership benefits, activities, services to members, and current issues
7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas
8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession

9. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas
10. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
11. the purpose of and roles within counseling supervision in the profession

B. SOCIAL AND CULTURAL DIVERSITY—

1. theories and models of multicultural counseling, social justice, and advocacy.
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals’ worldviews.
3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors.
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients.
11. the role of religion and spirituality in clients’ counselors’ psychological functioning.

E. COUNSELING PRACTICE AND RELATIONSHIPS—

1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds
4. consultation models and strategies
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities.
9. interviewing, attending, and listening skills in the counseling process.

<i>Con 5201 Student Learning Outcomes (SLOs)</i> <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>	<i>Method for Obtaining Outcome</i>	<i>Method for Evaluation of Outcome (Evidence)</i>
SLO 1 Research and report the history and philosophy of the counseling profession. (CACREP 3.A.1.) (NCATE Standard 1.2)	Lectures, class readings and discussions.	The Development of Professional Counseling Paper
SLO 2 Counselors’ roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management (CACREP 3.A.3.)	Lectures, class readings and discussions.	Roles and Responsibility Paper/ The Development of Professional Counseling Paper
SLO 3 The multiple professional roles and functions of counselors across specialized practice areas (CACREP 3.A.2.)	Lectures, class readings and discussions,	Participation in professional organizations seminars, and workshops, tests and examinations
SLO 4 Application of technology related to counseling (CACREP 3.E.5.) (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 that	Class role plays lectures, class readings and discussions.	Taping Assignment in MindTap

includes interviewing, attending, listening skills in the counseling process (CACREP 3.E.9.) (NCATE 4.5)		
SLO 6 Learn counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships (CACREP 3.E.8.)	Lectures, class readings and discussions.	Tests and examinations
SLO 7 Initiate the process of self-awareness, and self-evaluation strategies for ethical and effective practice (CACREP 3.A.11.)	Lectures, class readings and discussions.	Self-assessment Assignment Journal assignment by self-reflection inventories
SLO 8 Learn about the professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP 3.A.6.). (NCATE Standard 1.3)	Lectures, class readings and discussions,	Development of Professional Counseling Paper Internet assignment and tests and examinations
SLO 9 Learn about legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas (CACREP 3.A.8.)	Lectures, class readings and discussions.	The Development of Professional Counseling Paper/ Review of Ethical Violation Cases
SLO 10 Research and report professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards, for all specialized practice areas (CACREP 3.A.7.)	Lectures, class readings and discussions.	The Development of Professional Counseling/ Internet Assignment
SLO 11 the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success (CACREP. 3.A.4.)	Lectures, class readings and discussions.	Participation in professional organizations/Roles and Responsibilities Paper
SLO 12 Analyze and apply ethical standards of professional organizations including membership benefits, activities, services to members, and current issues. (CACREP 3.A.6) (NCATE Standard 1.1).	Class, discussions and readings.	Ethical Case Study Development of Professional Counseling Paper

Will understand the professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas (CACREP 3.A.7).		
SLO 13 Assess the influence, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals 'worldview.(CACREP 3.B.2.)	Class, discussions and readings.	Multicultural Assessment Assignment, tests and examinations in MindTap.
SLO 14 Examine the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients. (CACREP 3.B.5.)	Class, discussions and readings.	Tests and examinations
SLO 15 Apply counseling theories and models of counseling, including relevance to clients from diverse cultural backgrounds, and apply critical thinking and reasoning strategies for clinical judgement in the counseling process (CACREP 3.E.1, 2.)	Lectures, class readings and discussions.	Taping Assignment (Helper Studio)
SLO 16 Formulate a general framework for understanding and practicing consultation models and strategies. (CACREP 3.E.4.)	Lectures, class readings and discussions.	Tests and examinations
SLO 17 Observe the role and process and professional counselor advocating on behalf of the profession (CACREP 3.E.5)	Lectures, class readings and discussions.	Roles and Responsibilities Paper
SLO 18 Identify self-care, self-awareness, and self-evaluation strategies for ethical and effective practice. strategies appropriate to the counselor role. (CACREP 3.A.11)	Lectures, class readings and discussions.	Self-Assessment Assignment and Journals Self-care plan discussion
SLO 19 Use the <i>APA Manual</i> , emphasizing referencing style.	Lectures, class readings and discussions.	Written assignments
SLO 20 Students will demonstrate ethical practice and ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical	Class, discussions and readings.	Ethical Case Study Development of Professional Counseling Paper

and legal considerations in professional counseling across service delivery modalities and specialized practice areas. (CACREP 3.A.10)		
SLO 21 Students will understand the role and professional identity as a counselor and have knowledge of the ethical codes to which counselors adhere. (CACREP II.F. 1g) (Knowledge)	Class, discussions and readings.	Roles and Responsibilities Paper
SLO 22 Students will understand the application of technology related to counseling (CACREP 3.E.5)	Class, discussions, readings, and assignments.	Development of Professional Counseling Paper
SLO 22 Students will demonstrate self-care strategies appropriate to their counseling role (CACREP 3.A.11.)	Class, discussions, readings, and assignments.	Self-care Plan discussion
SLO 23 Students will understand the purpose of and roles within counseling supervision in the profession (CACREP 3.A.12)	Class, discussions, readings, and assignments.	Development of Professional Counseling Paper & Roles and Responsibilities Paper
SLO 24 Students will demonstrate strategies for self-awareness, and self-evaluation strategies for ethical and effective practice. (CACREP 3.A.11)	Class, discussions, readings, and assignments.	Self-Reflection Paper, Self-Assessment Inventories
SLO 25 Students will understand current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession. (CACREP 3.A.9.)	Class, discussions board posts, and readings	Current Labor Trends Discussion and The Development of Professional Counseling Paper

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 Accessibility 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 Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@ncu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the NCCU Accommodate Website <https://www.ncu.edu/sas/accessibility-services-and-accommodations> and logging into their Eagle

Accommodate Student Portal. Students are expected to renew previously granted accommodations at the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class. Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services must register with SAS.

Confidentiality and Mandatory Reporting:

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530- 7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at <https://www.nccu.edu/administration/title-ix>.

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 <https://myeol.nccu.edu/kb/article/2133928122>. 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.

Dispositions

The NCCU Counselor Education Program is committed to admitting, retaining, and graduating students who are a good fit for the nature of the work of being a capable counselor. We have university policies surrounding academic expectations, GPA, and standing in the program. Each student is assigned an academic advisor who will regularly meet with them for academic planning and performance. Sometimes a student might find challenges with being in the role of a counselor. The student may recognize these difficulties or they may receive feedback from faculty and others in the field indicating the counseling role may not be the best career option and fit. We are concerned about the well-being of our students and their readiness to engage in the responsibilities and ethics of counseling. The faculty serves as gate-keepers for the counseling profession, meaning we are ethically bound to discern best fit in terms of attitudes, characteristics, skills, judgment, and dispositions. We assess these non-academic but essential factors from the onset of applicant interest in the program and during the application interview.

In some cases, however, dispositions reveal themselves after admission is granted. Faculty discusses the progress of each student on a regular basis and any concerns are addressed with a plan of action for remediation and re-evaluation. The program also has formal points of review. One critical evaluation occurs at the Mid-Program Review which occurs after Phase I classes are completed and the student is moving from Pre-Practicum into Practicum. This review allows the faculty to endorse students for readiness to engage in field supervision. If the student is not assessed as ready for site placement, a remediation plan is put into action with a written contract specifying what needs to be done and within what timeframe. The advisor serves as the contact person as the action plan unfolds.

It is important that you understand the critical nature of the dispositions factor. As gate-keepers, faculty use best judgment in protecting the public from any questionable characteristic or behavior of a counselor-in-training that could impair professional and ethical service to clients. Faculty will give direct feedback when necessary and will direct the student toward resources that could help the student develop greater fit or redirect his/her career direction. The action plan could include not allowing the student to move ahead into supervised field experience. Faculty works with any student who is assessed to have these kinds of difficulties and options for remediation and remedy are given to the student with an appropriate timeframe before another evaluation is made. **If at any time during the student's training with the program faculty receive information about unethical professional behavior or if the student is unwilling to comply with the requirements of the stated remediation plan in order to address fit for service, the student can be dismissed from continuation in the program.**

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.**

REG. 10.01.3 Class Attendance Regulation

Section 3

3.3 Students who do not attend classes during the first two (2) weeks of class will be dropped due to non-attendance. Students must attend at least **one** day to confirm attendance in the course. Students who do not attend before the

census date will be dropped. After the census date (the 10th day of class), any student who misses the equivalent of two (2) weeks of class meetings or 13.3% of total instructional time (as set forth below) prior to the determined drop date for the university (as noted in the Academic Calendar) will receive an automatic grade of WA (withdrawal due to lack of attendance) at the point of the withdrawal date. This will be the final grade for the grading period. This grade will automatically be entered by the faculty member teaching the course.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Canvas, 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.

*Special consideration must be granted if a student has accommodations as required by the Americans with Disabilities Act based on a documented disability or another documented need. Special consideration may be granted if a student is absent or late due to the student's participation in a University-sponsored program or event.

3.4 After the University's established withdrawal date, as noted in the Academic Calendar, a student will earn the letter grade commensurate with his/her/their course performance. The student's final grade will be based on the student's performance and participation, to include attendance as noted in the instructor's syllabus. A faculty member may incorporate points for class participation or online synchronous or asynchronous class participation (i.e., Canvas, WebEx, Zoom) as they deem appropriate based on the nature of the course content and delivery.

4. Recording Class Attendance

Section 4

4.2 If a student misses three (3) consecutive class meetings and the faculty member deems advisable, the faculty member is required to enter that information into Navigate or any other academic system used to track student attendance, and to also report the information to the student's academic dean for appropriate follow-up.

4.3 Students who miss class to participate in University-sponsored activities can request documentation from the appropriate office (Athletics, Honors, etc.) to note that they have an excused absence for the missed class time. It is ultimately the student's responsibility to inform the faculty member of such activities at least one (1) week before the authorized absence, and to make up all work as determined by the faculty member.

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.***

Within attendance and participation, students are graded regarding the following criteria: 1) Demonstrate effective leadership skills; 2) Actively engage in class activities and participate as a group member; 3) Contribute to class discussion displaying critical and creative thinking skills; 4) Demonstrate dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery, 5) Ability to accept feedback and 6) following the ACA Code of Ethics.

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 Canvas

are the most accurate. Please check these folders every week.) Any potential changes in the syllabus or due dates will be updated on Canvas accordingly.

- Students are expected to check their Canvas 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 Canvas 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.

Canvas:

This class will utilize the campus Canvas 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 Canvas system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your Canvas account please call Canvas or the IT department first at 530-7676. The instructor will use only your NCCU email address for contact.

Taskstream (COUNSELING MAJORS):

Taskstream is the electronic system for housing samples of your best work used by the School of Education and our Department. You will receive log-in information to Taskstream **by the end of the Fall 2025 semester**. As a program, we are in the process of modifying the Taskstream system for Counselor Education. If you are not a Counselor Education major Taskstream is not a requirement for you. The details are as follows:

- Everyone admitted to the counseling program Fall 2024 or after will have a Taskstream account by the end of Fall 2025. Non-counseling majors are not required to use Taskstream unless specified by their own NCCU department.
- Documents from coursework for each semester should be amended according to the feedback received from your professor and uploaded into Taskstream 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 Taskstream by December 2025.
- 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., **Taskstream**) 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 Taskstream 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 Taskstream assignments for this course include: Ethical Case Study, Development of Professional Counseling Internet Assignment, and Roles and Responsibility Paper.

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 a circumstance arise that is beyond your control, please contact Dr. Blount electronically. If you submit a late assignment, please note that Dr. Blount has the discretion to accept or reject the late assignment. If the late assignment is accepted, for every date that the assignment is late, 5 points will be deducted **only if Dr. Blount approves the late assignment. 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 Canvas. 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 (7th Edition) Style.
- More specific information on assignments will be available on the Canvas 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.***

Make sure that you submit your papers in Microsoft Word. Do not upload PDF or a previously formatted document. If you submit a previously formatted document or PDF, the document will be sent back to you.

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 Canvas:

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 a 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 Canvas for more specifics on APA. SEE THE RUBRIC FOR GRADING SPECIFICS! (SLO 3, 6, 7, 18, 19).

2. Ethical Case Study Paper: *****This is a Taskstream assignment and a group assignment**

Teams of 2-3 students will review the case study provided on Canvas. 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 Taskstream 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. **In addition, students will discuss the current labor trends in counseling (CACREP 3.A.9).** 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 Taskstream 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 Canvas. 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. **Do not interview family or friends. This individual must have a Master's degree in Counseling only.** SEE THE RUBRIC FOR GRADING SPECIFICS! (SLO 2, 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. 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 Canvas 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. Self-Care Plan Discussion:

In dealing with the demands of being a graduate counseling student, it can be difficult to maintain the right balance between school responsibilities and their personal lives. Self-care plans can help you enhance your health and wellbeing, manage your stress, and maintain professionalism as a professional counselor. Students will complete a self-care plan and discuss their plan with class in the discussion board. A template will be provided. **Your self-care plan will be shared in the Discussion board and should be revisited throughout the semester** (SLO 18).

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 20	65 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: <https://myeol.nccu.edu/kb/article/2133928122>

Important Reminders:

- **Weekly Windows open on Canvas on Monday evenings.** Please be sure to review the Weekly Checklist that will be provided. This helps students keep on track with assignments and due dates.
- **Most Assignments are 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 Canvas on a frequent basis. Keep up with Canvas 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
- 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 Fall 2025

Note: Schedule subject to change!

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

Weekly Checklists found on Canvas site for this course are most accurate! Email tblount5@nccu.edu if 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.	Reading, Review, and Practice Items for Week
---------	--	--

		Canvas Schedule is the Most Updated and Current	
1	Aug. 18	<p>Introductions, Expectations and Syllabus Overview Introduction to Professional Ethics, Ethics Scavenger Hunt.</p> <p><u>DUE - by Tuesday, August 26, 2025, by 11:59 pm</u> <u>Chapter Quiz 1</u> <u>Syllabus Quiz</u></p> <p>Introduction Discussion Board Video Post due by Friday, August 22, 2025, for attendance.</p>	<p>(CCC = Corey Textbook) CCC: Chapter 1</p> <p>Read: ACA Code of Ethics- ACA Code of Ethics Preamble & Purpose of Codes of Ethics (Page 3)</p> <p>Mindtap: Chapter 1 Powerpoint Read Chapter 1 Chapter 1 Knowledge Check Chapter 1: Why am I here Self-Inventory Chapter 1 Quiz Chapter 1 Video Activity: The Case of Olivia The Case Study of Kevin Discussion Board Video Post Syllabus Quiz Ethics Scavenger Hunt</p>
2	Aug.25	<p>Read Ch. 2 - The Counselor as a Person and a Profession and</p> <p>APA Overview & APA Practice (*Graduate school papers require the use of APA format.)</p> <p><u>DUE - by Tuesday, September 2, 2025, by 11:59 pm</u> <u>Chapter Quiz 2</u> August 29, 2025 – Drop/ Add Period Ends @ 12:00 p.m.</p>	<p>CCC: Chapter 2 Review APA Manual Resources in BB Read/Review Chapters 2-6 of APA Manual</p> <p>Read: ACA Code of Ethics: Section A Counseling Relationship</p> <p>Mindtap: Read Chapter 2 Chapter 2 Powerpoint Ethical Decision-Making Model - Chapter 2 Knowledge Check Chapter 2: Why am I here Self-Inventory Chapter 2 Quiz Chapter 2 Video Activity: Dealing with Anger The Case Study of Shyla</p>
3	Sept. 1	<p>Read Ch 3 – Values and the Helping Relationship</p> <p><u>DUE by Tuesday, September 9, 2025, by 11:59 pm</u> <u>Chapter Quiz 3</u> Self-Care Plan Video Discussion DUE (You will share the results of your self-care plan in the Discussion Board Video Post)</p> <p>*Groups will be assigned for the Ethical Study Paper*</p> <ul style="list-style-type: none"> • Complete the Ethical Case Study Meeting Form 1 by 9/9/25 • Group members will need to collaborate prior to 9/9/25 • Select group team leader and assign group roles. The group team leader will upload Ethical Case Study Meeting Form 1 to Canvas 9/9/25 at 11:59 p.m. 	<p>CCC: Chapter 3</p> <p>Read/Review Chapters 7-12 of APA Manual</p> <p>Read: ACA Code of Ethics: Section B Confidentiality and Privacy (Pages 6-8)</p> <p>Mindtap: Read Chapter 3 Chapter 3 Knowledge Check Chapter 3: Why am I here Self-Inventory Chapter 3 Powerpoint Chapter 3 Quiz</p>

		<p>**September 2, 2025: First day for graduate students to withdrawal from a class (grade of WC) and student to request to be withdrawn from the institution (grade of W)</p>	<p>Chapter 3 Video Activity: Family Values The Case Study of Reggie The Case Study of Kate</p>
4	Sept. 8	<p>Read Ch 4 - Multicultural Perspectives and Diversity Issues <u>DUE by Tuesday September 16, 2025, by 11:59 pm</u> <u>Chapter Quiz 4</u></p> <p>Watch the video: <i>The DNA Journey</i>/ Post your reaction on Discussion Board as a Video https://www.youtube.com/watch?v=tyaEQEmt5ls</p> <p>*Work with your group on Ethical Case Study Paper*</p> <ul style="list-style-type: none"> • Complete Ethical Case Study Progress 2 Meeting Form. • The group team leader will upload Ethical Case Study Meeting Progress 2 Form to Canvas by 9/16/25. 	<p>CCC: Chapter 4</p> <p>Read: ACA Code of Ethics Section C: Professional Responsibility Section D: Relationships with other Professionals</p> <p>Complete Discussion Board Post with Video</p> <p>Mindtap: Read Chapter 4 Chapter 4 Knowledge Check Chapter 4 Powerpoint Chapter 4 Quiz Chapter 4: Why am I here Self-Inventory Chapter 4 Video Activity: Challenging the Counselor The Case Study of Miguel The Case Study of Mara</p>
5	Sept. 15	<p>Read Ch 5 - Client Rights and Counselor Responsibilities <u>Make an appointment to interview your Helping Professional for the Roles/Responsibility Paper.</u></p> <p><u>Self-Assessment Reflection Paper DUE (9/23/25)</u></p> <p><u>DUE by Tuesday, September 23, 2025, by 11:59 pm</u> <u>Chapter Quiz 5</u></p> <p>* September 19, 2025 - Last day to withdraw from the university with a prorated tuition and fee adjustment.</p>	<p>CCC: Chapter 5</p> <p>Read: ACA Code of Ethics: Section E: Evaluation, Assessment, and Interpretation Section F: Supervision, Training, and Teaching</p> <p>Mindtap: Read Chapter 5 Chapter 5 Knowledge Check Chapter 5 Powerpoint Chapter 5 Quiz Chapter 5: Why am I here Self-Inventory Chapter 5 Video Activity: Teen Pregnancy Chapter 5 Case Study: The Case of Kiara Chapter 5 Case Study: Case of Randall Rice</p>
6	Sept.22	<p>Read Ch 6 - Confidentiality: Ethical and Legal Issues <u>Chapter Quiz 6</u> <u>Respond to Discussion Board Post with Video</u> <u>DUE by Tuesday, September 30, 2025, by 11:59 pm</u></p>	<p>CCC: Chapter 6</p> <p>Read: ACA Code of Ethics Section G: Research and Publication Section H: Distance Counseling, Technology and Social Media</p>

			<p>Complete Discussion Board Post with Video</p> <p>Mindtap: Read Chapter 6 Chapter 6 Knowledge Check Chapter 6: Why am I here Self-Inventory Chapter 6 Powerpoint Chapter 6 Quiz Chapter 6: Why am I here? Self-Inventory Chapter 6 Video Activity: Sexuality Promiscuity The Case Study of Spencer The Case Study of Lake County Schools</p>
7	Sept.29	<p>Before Class this Week: Read Ch 7 -Managing Boundaries and Multiple Relationships Look Ahead: Visit sites for Roles & Responsibilities Assignment</p> <p>DUE by Tuesday, October 7, 2025, by 11:59 pm Ethical Case Study Paper* DUE by Tuesday October 7, 2025, by 11:59 pm</p> <ul style="list-style-type: none"> Each group member will upload Ethical Case Study Paper to Canvas 	<p>CCC: Chapter 7</p> <p>Read: ACA Code of Ethics Section I: Resolving Ethical Issues</p> <p>Mindtap: Read Chapter 7 Chapter 7 Knowledge Check Chapter 7: Why am I here Self-Inventory Chapter 7 Powerpoint Chapter 7 Quiz Chapter 7 Video Activity: Client Sexual Attraction The Case of Marcy Case of Gerald Goad Chapter 7: Why am I here?</p>
8	Oct. 6 *Midterm	<p>Mid-term Assessment The exam will cover Chapters 1-7 of the text</p> <p>Due by Tuesday, October 14, 2025, by 11:59 p.m.</p>	<p>Mid-term Assessment</p>
9	Oct.13	<p>Fall Break: October 13 – October 14</p> <p>Read Ch 8 - Professional Competence and Training</p> <p>DUE by Tuesday, October 21, 2025, by 11:59 pm</p> <p>Looking Ahead – Finalize Roles and Responsibility Assignment Interviews and Papers!</p>	<p>CCC: Chapter 8 Guest Speaker Pre-Recorded Video (Discussion Board Post)</p> <p>Mindtap: Read Chapter 8 Chapter 8 Knowledge Check Chapter 8: Why am I here Self-Inventory Chapter 8 Powerpoint Chapter 8 Quiz Chapter 8 Video Activity: Dealing with Delusions The Case Study of Binh Case Study of Stanley Oliver</p>

<p>10</p>	<p>Oct. 20</p>	<p>Read Ch 9- Ethical Issues in Supervision</p> <p><u>Due by Tuesday, October 28, 2025, by 11:59 pm</u></p> <p>Chapter 9 Quiz</p>	<p>CCC: Chapter 9</p> <p>Mindtap: Read Chapter 9 Chapter 9 Knowledge Check Chapter 9 Powerpoint Chapter 9 Quiz Chapter 9: Why am I here Self-Inventory Chapter 9 Video Activity: Case of Hannah The Case Study of Greta The Case Study of Karrie</p>
<p>11</p>	<p>Oct. 27</p>	<p>Read Ch 10 – Issues in Theory and Practice</p> <p><u>DUE by Tuesday, November 4, 2025 @ at 11:59 pm</u></p> <p>Chapter Quiz 10 Respond to Discussion Board Post</p> <p><u>October 31, 2025- Last day for graduate students to withdraw from a class with a WC grade or from the university with a W grade.</u></p> <p><u>*Development of Professional Counseling Assignment Due on 11/4/25*</u></p>	<p>CCC: Chapter 10</p> <p>Mindtap: Read Chapter 10 Chapter 10 Knowledge Check Chapter 10: Why am I here Self-Inventory Chapter 10 Powerpoint Chapter 10 Quiz Chapter 10 Video Activity: The Case of Anne The Case Study: The Case of Leon The Case Study: Case of Gavin</p>
<p>12</p>	<p>Nov. 3</p>	<p>Read Ch 11 – Ethical Issues in Couples and Family Therapy</p> <p><u>Due by Tuesday, November 11, 2025, by 11:59 pm</u></p> <p><u>Chapter 11 Quiz</u></p> <p>Looking Ahead – Finalize Roles and Responsibility Assignment Interviews and Papers!</p>	<p>CCC: Chapter 11</p> <p>Mindtap: Read Chapter 11 Chapter 11: Why am I here Self-Inventory Chapter 11 Knowledge Check Chapter 11 Powerpoint Chapter 11 Quiz Chapter 11 Video Activity: Case of Brian The Case Study of Virginia and Tom The Case Study: Gayle and Paul</p>
<p>13</p>	<p>Nov. 10</p>	<p>Read Ch 12 – Ethical Issues in Group Work</p> <p><u>Due Tuesday, November 18, 2025, at 11:59 pm</u></p> <p>Chapter 12 Quiz Respond to Discussion Board Post with Video</p>	<p>CCC: Chapter 12</p> <p>Mindtap: Read Chapter 12 Chapter 12 Knowledge Check Chapter 12: Why am I here Self-Inventory Chapter 12 Powerpoint Chapter 12 Quiz Chapter 12 Video Activity: This Group Against my Will</p>

14	Nov. 17	<p align="center">Read Ch 13-Community and Social Justice Perspectives</p> <p align="center"><u>Due Tuesday, November 25, 2025 @ 11:59 pm</u> Chapter 13 Quiz</p> <p align="center">**Roles and Responsibility Assignment DUE on November 25, 2025**</p>	<p>CCC: Chapter 13</p> <p>Mindtap: Read Chapter 13 Chapter 13 Knowledge Check Chapter 13: Why am I here Self-Inventory Chapter 13 Powerpoint Chapter 13 Quiz Chapter 13 Video Activity: The Case of Crystal The Case Study: The Case of Lupe The Case Study: The Case Nathaniel Diallo</p>
15	Nov. 24	<p align="center"><u>Final Exam</u> Will cover Chapters 8-13 <u>Due by Tuesday, December 2, 2025, at 11:59 pm</u></p>	<p align="center"><i>Congratulations!</i> <i>You did it!</i> 😊</p>

Course Evaluation:

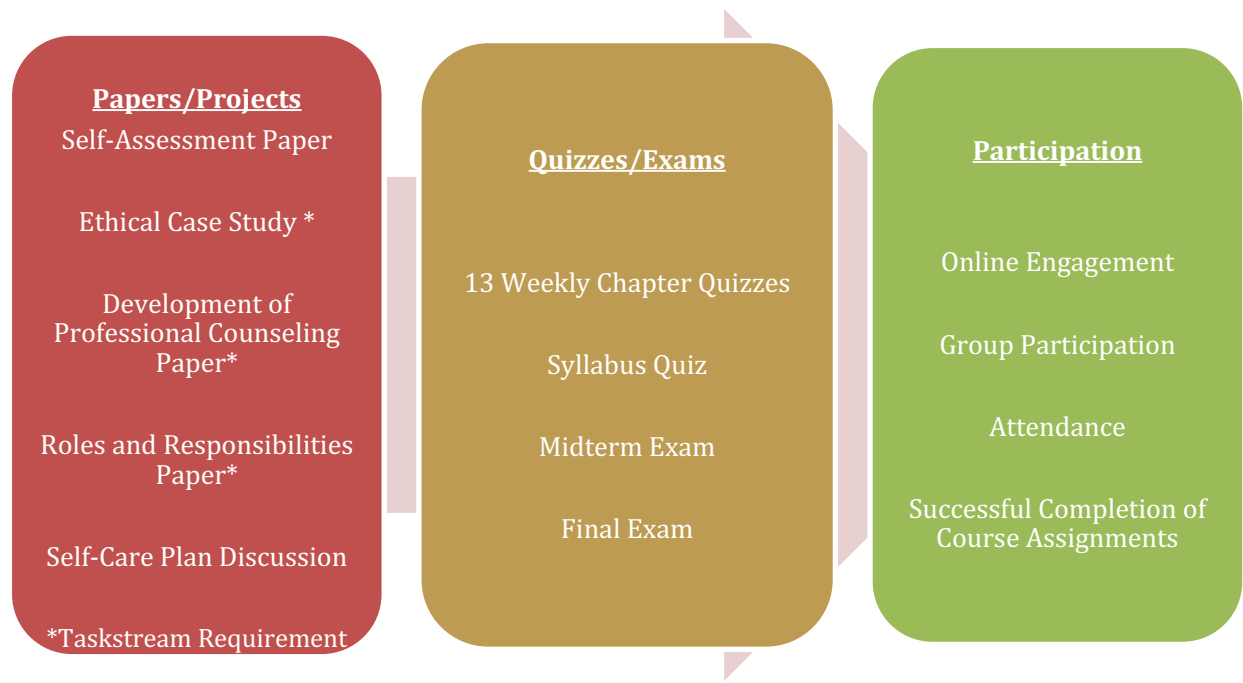
<u>Method</u>	<u>Points</u>
Self-Assessment Reflection Paper	100
Ethical Case Study Paper* (Group) (peer evaluation forms worth 5 pts. & group meeting forms worth 5 pts.)	155
Midterm Exam	60
Development of Professional Counseling Paper*	150
Roles and Responsibility Field Study Report*	150
Self-Care Plan Discussion Board Post	25
Weekly Chapter Quizzes (13 quizzes @ 10 pts each)	130
Video Quiz (13 quizzes @ 10 pts each)	130
Syllabus Quiz	10
Final Exam	60
Participation (Components Below):	65
Online Supplemental Assignments Engagement	
Engagement, & Discussions Board Post, Group forms	
Completion of All Assignments and Assessments	
TOTAL POINTS	1035

* Indicates that assignment is a Taskmaster Requirement*

Grading Scale

945-1035	A
855-945	B
764-854	C
0-763	F

Syllabus Snapshot



References

- Aims, K. (2017). *Boundaries, Power, and Ethical Responsibility in Counselling and Psychotherapy*. Thousand Oaks, CA: SAGE Publications.
- American Counseling Association (2014). *Code of ethics and standards of practice*. Alexandria, VA: Author.
- Bernard, J. M., & Goodyear, R. K. (2018). *Fundamentals of clinical supervision* (6th ed.). Boston, MA: Pearson Education, Inc.
- Council for Accreditation of Counseling and Related Educational Programs. (2024). *The 2024 standards*. Retrieved from <https://www.cacrep.org/wp-content/uploads/2023/10/2024-Standards-Combined-Version-10.09.23.pdf>
- Gehart, D. R. (2015). *Theory and Treatment Planning in Counseling and Psychotherapy* (2nd ed.). Pacific Grove, California: Brooks Cole.
- Gladding, S. (2017). *Counseling: A comprehensive profession* (8th ed.). Boston, MA: Pearson Education, Inc.
- Harris, S., Mitchell, M.D., Tabet, S.M., & Hundley, G. (2020). Predictors of client attrition in a university-based community counseling clinic. *Journal of Counseling Development, 98*(1), 74-82.

- Herlihy, B. & Corey, G. (2015). *Boundary issues in counseling: Multiple Roles and Responsibilities* (3rd.). American Counseling Association. Alexandria, VA.
- Herlihy, B. & Corey, G. (2014). *ACA Ethical Standards Casebook* (7thed.). American Counseling Association. Alexandria, VA.
- Ivey, A. E., Bradford-Ivey, M. (2017). *Intentional interviewing and counseling: facilitating client development in a multicultural society* (9th ed.). Stamford, CT: Brooks/Cole/Cengage Learning.
- Kottler, J. A. (2017). *On being a therapist* (5th ed.). Oxford, ENG: Oxford University Press.
- Matise, M., Ratcliff, J., & Mosci, F. (2018). A working model for the integration of spirituality in counseling. *Journal of Spirituality in Mental Health*, 20(1),27-50. <https://psycnet.apa.org/doi/10.1080/19349637.2017.1326091>
- Pieterse, A. L., Lee, M., Fetzer, A. (2016). Racial group membership and multicultural training: Examining the experiences of counseling and counseling psychology students. *International Journal for the Advancement of Counselling*, 38, 28-47. <https://doi.org/10.1007/s10447-015-9254-3>
- Ivey, A.E., Ivey, M. B., & Zalaqueet, C. P. (2015). *Essentials of Intentional Interviewing: Counseling in a Multicultural World* (3rd). Cengage Learning.
- Remley, T., & Herlihy, B. (2019). *Ethical, legal, and professional issues in counseling* (5th ed.). Boston, MA: Pearson Education, Inc.
- Welfe, E. R. (2015). *Ethics in Counseling & Psychotherapy* (6th ed.). Cengage Learning.