



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.3 - 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, and self-exploration in relation to that role. It 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

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Office location: 2022 School of Education. Office phone (919) 530-7072

Office hours (by appointment): Mondays: 1-5 (online), Tuesdays 10-2 (on-campus), Thursdays 2-4 (on-campus)

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.

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 the 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 the 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.

<p>Con 5201 Student Learning Outcomes (SLOs) <i>The corresponding CACREP standards* met in this class are listed here. At the completion of this course the candidate will be able to:</i></p>	<p>Method for Obtaining Outcome</p>	<p>Method for Evaluation of Outcome (Evidence)</p>
<p>SLO 1 Research and report the history and philosophy of the counseling profession. (CACREP 3.A.1.) (NCATE Standard 1.2)</p>	<p>Lectures, class readings and discussions.</p>	<p>The Development of Professional Counseling Paper</p>
<p>SLO 2 Counselors’ roles, responsibilities, and</p>	<p>Lectures, class readings and discussions.</p>	<p>Roles and Responsibility Paper/ The Development of Professional Counseling Paper</p>

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.)		
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 includes interviewing, attending, listening skills in the counseling process (CACREP 3.E.9.) (NCATE 4.5)	Class role plays lectures, class readings and discussions.	Taping Assignment in MindTap
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	Lectures, class readings and discussions.	The Development of Professional Counseling Paper/ Review of Ethical Violation Cases

service delivery of professional counseling across service delivery modalities and specialized practice areas (CACREP 3.A.8.)		
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). 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).	Class, discussions and readings.	Ethical Case Study Development of Professional Counseling Paper
SLO 13 Assess the influence, cultural identities, attitudes, values, beliefs,	Class, discussions and readings.	Multicultural Assessment Assignment, tests and examinations in MindTap.

understandings, within-group differences, and acculturative experiences on individuals 'worldview.(CACREP 3.B.2.)		
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

<p>SLO 20 Students will demonstrate ethical practice and 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)</p>	<p>Class, discussions and readings.</p>	<p>Ethical Case Study Development of Professional Counseling Paper</p>
<p>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)</p>	<p>Class, discussions and readings.</p>	<p>Roles and Responsibilities Paper</p>
<p>SLO 22 Students will understand the application of technology related to counseling (CACREP 3.E.5)</p>	<p>Class, discussions, readings, and assignments.</p>	<p>Development of Professional Counseling Paper</p>
<p>SLO 22 Students will demonstrate self-care strategies appropriate to their counseling role (CACREP 3.A.11.)</p>	<p>Class, discussions, readings, and assignments.</p>	<p>Self-care Plan discussion</p>
<p>SLO 23 Students will understand the purpose of and roles within counseling supervision in the profession (CACREP 3.A.12)</p>	<p>Class, discussions, readings, and assignments.</p>	<p>Development of Professional Counseling Paper & Roles and Responsibilities Paper</p>
<p>SLO 24 Students will demonstrate strategies for self-awareness, and self-evaluation strategies for ethical and effective practice. (CACREP 3.A.11)</p>	<p>Class, discussions, readings, and assignments.</p>	<p>Self-Reflection Paper, Self-Assessment Inventories</p>
<p>SLO 25 Students will understand current labor market information and occupational outlook relevant to opportunities for practice within the counseling</p>	<p>Class, discussions board posts, and readings</p>	<p>Current Labor Trends Discussion and The Development of Professional Counseling Paper</p>

profession. (CACREP 3.A.9.)		
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Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the [NCCU Student Code of Conduct](#).

Statement of Inclusion/Non-Discrimination

North Carolina Central University (NCCU) is committed to affirmative action and does not discriminate based on race, gender, disability, religion, or other protected categories. Diversity and respect for individuals are core values.

Student Accessibility Services (SAS)

Students with disabilities or pregnancy-related conditions seeking accommodations must register with SAS (Student Services Building, Suite 120).

- New students: Contact SAS at (919) 530-6325 or sas@nccu.edu
- Returning students: Renew accommodations each semester at [Eagle Accommodate Portal](#)

Confidentiality & Mandatory Reporting

All sex-based discrimination, including harassment and assault, is prohibited. Faculty are mandatory reporters.

- Report violations to the **Title IX Coordinator**: (919) 530-7944 or TitleIX@nccu.edu
- Policy and reporting form: [NCCU Title IX](#)

Campus Resources

- **Student Advocacy Coordinator**: Assists with emergencies and accommodations. (919) 530-7492 | studentadvocacy@nccu.edu
- **Counseling Center**: Offers mental health support and crisis intervention. (919) 530-7646 | counseling@nccu.edu
- **University Police Department**: Ensures campus safety and provides police services. (919) 530-6106 | nccupdinfo@nccu.edu
- **Veterans Services**: Supports military-affiliated students and assists with benefits. (919) 530-5000 | veteransaffairs@nccu.edu

Ethical Standards & Academic Integrity

NCCU values respectful, responsible behavior that supports academic freedom and personal growth. Students must follow the University's academic integrity policy, including no unauthorized help on tests or projects.

[Academic Integrity Info](#)

Counseling students are also expected to adhere to the **American Counseling Association (ACA) Code of Ethics**. Familiarity with both ACA standards and university policies is required.

Dispositions & Program Expectations

The Counselor Education Program admits students based on academic and professional fit. Each student is assigned an advisor for ongoing academic and personal development. Faculty assess

non-academic qualities like professionalism, ethical behavior, and interpersonal skills from application through graduation.

- **Mid-Program Review:** Conducted before entering Practicum to assess readiness. If concerns arise, a **remediation plan** with a timeline is created.
- Students may be **redirected or dismissed** from the program if unable to meet professional standards or comply with remediation.

Faculty act as **gatekeepers** to protect the public and profession, ensuring all counselors-in-training are ethically and professionally prepared.

Confidentiality

Students may disclose personal experiences during class discussions. Such disclosures must remain confidential and not be shared outside the class without permission.

Class Attendance Policy

Attendance is crucial in both in-person and online courses. Students must:

- Attend the **first two weeks** to avoid being dropped.
- Communicate excused absences for **university-authorized events** at least one week in advance and make up missed work.

Instructors will document and report excessive absences (e.g., 3 missed classes) to the student's academic dean.

Online Courses: Non-participation for over 2 weeks may result in:

- A warning email
- Loss of assignment points
- Potential removal from the course if no communication is made

Students are responsible for **communicating promptly** and working with instructors to resolve attendance issues.

Attendance-Linked Participation Grading

Students are assessed on their:

1. Leadership and group engagement
2. Contribution to discussions (critical/creative thinking)
3. Ethical and multicultural sensitivity
4. Receptiveness to feedback
5. Adherence to the **ACA Code of Ethics**

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 the 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. 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 Spring 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 May 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 arises that is beyond your control, please email me as soon as possible. I will weigh the 1. nature of your concern, 2. how much advance notice you've given me, 3. how much time you've had to complete the assignment, and 4. how often you've asked for an exception when making my decision as to whether to extend a due date for you. If I notice a pattern happening, I will generally not make an exception.

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.

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:

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.

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:

Self-Assessment Reflection Paper:

You will complete an instructor-selected self-assessment and thoughtfully review your answers. (Note: This is a personal reflection. 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 their 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 you most hope to learn about the topic of ethics during this semester. See the rubric (SLO 3, 6, 7, 18, 19).

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. See the rubric. (SLO 12, SLO 19).

Development of Professional Counseling Assignment: **This is a Taskstream assignment*

Read the assigned article found in Canvas about the counselor identity. Using the prompts in Canvas, write a reflection on your thoughts about the developing counselor identity and history. In addition to your reflection on this article, please research one of the following associations (ACA, ASCA, NBCC, NCCA) and discuss its benefits, cost, and whether you feel like the association is worth the membership costs. (**CACREP 3.A.9.**) See the rubric. (SLO 1, SLO 4, SLO 9, SLO 10, SLO 19).

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 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 to 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.** See rubric for specifics. (SLO 2, SLO 19).

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).

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 (Fridays). 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.

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...)

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 well-being, manage your stress, and maintain professionalism as a professional counselor. Students will complete a self-care plan and discuss their plan with the 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).

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

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. **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 the midterm and final exams. See the website for an explanation of NCCU Academic Integrity Honor Code:

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

Course Schedule Fall 2025

Note: Schedule subject to change

Topics and Assignments		Readings
8/18	<p>Introductions, Expectations and Syllabus Overview Introduction to Professional Ethics.</p> <p>What's due by Friday 8/22? Chapter 1 Quiz and Video Quiz Discussion – Introduce yourself</p>	<p>Read: ACA Code of Ethics- ACA Code of Ethics Preamble & Purpose of Codes of Ethics (Page 3)</p> <p><u>Mindtap:</u> Chapter 1 Powerpoint Chapter 1 Chapter 1 Audio Lecture</p>
8/25	<p>The Counselor as a Person and a Profession</p> <p>What's due by Friday 8/29? Chapter 2 Quiz and Video Quiz</p>	<p>Read: ACA Code of Ethics: Section A Counseling Relationship</p> <p>Read: Practitioner's Guide to Ethical Decision Making</p> <p><u>Mindtap:</u> Chapter 2 Chapter 2 Powerpoint</p>
9/1	<p>Values and the Helping Relationship</p> <p>What's due by Friday 9/5? Chapter 3 Quiz and Video Quiz Self-care Plan</p> <p>Groups will be assigned for Ethical Case Study Paper</p>	<p>Read: ACA Code of Ethics: Section B Confidentiality and Privacy (Pages 6-8)</p> <p>Week 3 Articles</p> <p><u>Mindtap:</u> Chapter 3 Chapter 3 Powerpoint Chapter 3 Audio Lecture</p>
9/8	<p>Multicultural Perspectives and Diversity Issues</p> <p>What's due by Friday 9/12? Chapter 4 Quiz and Video Quiz Podcast discussion</p>	<p>Read: ACA Code of Ethics Section C: Professional Responsibility Section D: Relationships with other Professionals</p> <p>Podcast: Benefits of Countertransference</p> <p><u>Mindtap:</u> Chapter 4 Chapter 4 Powerpoint Chapter 4 Audio Lecture</p>
9/15	<p>Client Rights and Counselor Responsibilities</p> <p>Make an appointment to interview your counselor for the Roles/Responsibility Paper</p> <p>Self-Assessment Reflection Paper due next week</p>	<p>Read: ACA Code of Ethics: Section E: Evaluation, Assessment, and Interpretation Section F: Supervision, Training, and Teaching</p> <p>Privacy and Minors Ethics</p>

	<p>What's due by Friday 9/19? Chapter 5 Quiz and Video Quiz</p>	<p>Documentation</p> <p><u>Mindtap:</u> Chapter 5 Chapter 5 Powerpoint Chapter 5 Audio Lecture</p>
9/22	<p>Confidentiality: Ethical and Legal Issues</p> <p>What's due by Friday 9/26? Self-assessment Reflection Paper Chapter 6 Quiz and Video Quiz Discussion Post</p>	<p>Read: ACA Code of Ethics Section G: Research and Publication Section H: Distance Counseling, Technology and Social Media</p> <p>Confidentiality and Privileged Communication Examples</p> <p><u>Mindtap:</u> Chapter 6 Chapter 6 Powerpoint Chapter 6 Audio Lecture</p>
9/29	<p>Managing Boundaries and Multiple Relationships</p> <p>Ethical Case Study Paper due next week</p> <p>What's due by Friday 10/3? Chapter 7 Quiz and Video Quiz</p>	<p>Read: ACA Code of Ethics Section I: Resolving Ethical Issues</p> <p><u>Mindtap:</u> Chapter 7 Chapter 7 Powerpoint Chapter 7 Audio Lecture</p>
10/6	<p>Roles/Responsibility Paper due next week</p> <p>What's due by Friday 10/10? Ethical Case Study Paper Midterm Exam (Chapters 1-7)</p>	<p>Mid-term Assessment</p>
10/13	<p>Professional Competence and Training</p> <p>What's due by Friday 10/17? Chapter 8 Quiz and Video Quiz Roles/Responsibility Paper</p>	<p><u>Mindtap:</u> Chapter 8 Chapter 8 Powerpoint Chapter 8 Audio Lecture</p>
10/20	<p>Ethical Issues in Supervision</p> <p>What's due by Friday 10/24? Chapter 9 Quiz and Video Quiz Discussion Post</p>	<p>Ethical Violations – Case of Allyson and Suzanne</p> <p><u>Mindtap:</u> Chapter 9 Chapter 9 Powerpoint Chapter 9 Audio Lecture</p>

10/27	<p>Issues in Theory and Practice</p> <p>Development of Professional Counseling Paper due next week</p> <p>What's due by Friday 10/31? Chapter 10 Quiz and Video Quiz Discussion Post</p>	<p>Raymond and Paulk Articles</p> <p><u>Mindtap:</u> Chapter 10 Chapter 10 Powerpoint Chapter 10 Audio Lecture</p>
11/3	<p>Ethical Issues in Couples and Family Therapy</p> <p>What's due by Friday 11/7? Chapter 11 Quiz and Video Quiz Development of Professional Counseling Paper</p>	<p><u>Mindtap:</u> Chapter 11 Chapter 11 Powerpoint</p>
11/17	<p>Ethical Issues in Group Work</p> <p>What's due by Friday 11/14? Chapter 12 Quiz and Video Quiz</p>	<p><u>Mindtap:</u> Read Chapter 12 Chapter 12 Powerpoint</p>
11/24	<p>Community and Social Justice Perspectives</p> <p>What's due by Friday 11/21? Roles and Responsibility Paper Chapter 13 Quiz and Video Quiz</p>	<p><u>Mindtap:</u> Read Chapter 13 Chapter 13 Powerpoint</p>
12/1	<p>What's due by Friday 12/5? Final Exam (Chapters 8-13)</p>	

Course Evaluation (100 points total)

Assignment	Points
Self-Assessment Reflection Paper	10
Ethical Case Study Paper (Group)	15
Midterm Exam	6
Development of Professional Counseling Paper	15
Roles and Responsibility Field Study Report	15
Self-Care Plan Discussion Board Post	4
Weekly Chapter Quizzes (13 quizzes)	13
Video Quizzes (13 quizzes)	13
Final Exam	6
Participation	8
Total	100

Letter Grade Percentage Range

A	90–100
B	80–89

Letter Grade Percentage Range

C	70–79
D	60–69
F	0–59

Syllabus Snapshot

