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COUNS 121-1 Professional Orientation and Ethical Practice Syllabus
Term: Spring 2023
Web-Based Instructional Method
3.000 Credits

Instructor Information

Instructor	Email	Office Location & Hours
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Pleased to meet you!

Welcome to the field of counseling! I am overjoyed that you have chosen Aggie Land as a location to pursue your educational and professional goals! My classes are designed to be an enjoyable, engaging, and transformative experience. This may be your first time taking a class online, be patient with yourself. You are not alone I will be here to assist you every step of the way, breathe! Anytime you require assistance or have questions, feel free to send me an email Monday through Friday. You can anticipate a response to your Sample student email within 24 hours. During holidays and university breaks, I may not respond to emails as quickly, but I will respond.

I will communicate class announcements via Canvas and with you personally, through your university email. Remember to use your Sample student email to communicate with me because emails sent from your personal email accounts would most likely be screened to spam emails by the system. If you do not receive a reply to your e-mail after 24 hours, send me a text, call me, or send me another email. I am here to support your success.

Togetherness

It is my privilege to educate all students and I embrace and honor the inherent dignity of each one of you. I welcome your unique cultural and religious experiences and beliefs. My goal is for this class to benefit students of all backgrounds and perspectives, to address the learning needs of students both in and outside of the classroom, and to view the diversity of the students in this class as a resource, strength, and benefit. I intend to provide resources and activities that are inclusive of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture are all factors to consider. I welcome and encourage your suggestions and feedback on how I can make the course more effective for you, other students, or student groups.

If you ever have a concern about my behavior or that of another student in the class, please, please feel free to approach me by email, or calling me… you can even mail an anonymous letter addressed to me to the school address…whatever it takes so that I can continue to work on creating an inclusive classroom environment. Thank you.

General Information

Course Description

The purpose of this online graduate course is to introduce fundamental and emerging counseling issues. Understanding the purpose of counseling and how to become an effective counselor will be the focus. This class will address advocacy and multicultural counseling, licensure, professional associations, ethical and legal issues, crisis intervention, supervision, research, and the counseling process in a variety of settings, specialties, and applications are all covered. Students will have the opportunity to identify the ethical issues, beliefs, and values they already hold and those they need to become effective counselors through this course. The counseling profession's settings, practices, ethics, and other issues will be examined.

Course Objectives and CACREP Section F.1.a-m 2016 Standards

Students will be able to understand, comprehend, and/or demonstrate competency in the following areas by the end of the course:

a. history and philosophy of the counseling profession and its specialty areas
b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
d. the role and process of the professional counselor advocating on behalf of the profession
e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
h. current labor market information relevant to opportunities for practice within the counseling profession
i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
j. technology's impact on the counseling profession
k. strategies for personal and professional self-evaluation and implications for practice
l. self-care strategies appropriate to the counselor role
m. the role of counseling supervision in the profession

Course Materials

Required Texts and Materials

Orientation to the Counseling Profession: Advocacy, Ethics, and Essential Professional Foundations (3rd Edition) by Bradley T. Erford ISBN 9780134387796 |ISBN 0134387791

American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). Washington, DC: Author.

American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author. Free for downloading at https://www.counseling.org/resources/aca-code-of-ethics.pdf

Technology

This class is conducted online through the Blackboard interface. This class does not meet in person. All assignments, discussion board posts and student engagement will take place on Blackboard.

Grading Scale

A = 95-100 Exceptional. The student has demonstrated a quality of work and outstanding accomplishment well beyond the normal requirements and shows originality of thought and mastery of material.

B = 85-94 Excellent. The student's academic achievement exceeds satisfactory accomplishment showing a clear indication of initiative, comprehension of the material, and the ability to work with concepts.

C = 75-84 Unsatisfactory for Graduate Level. While the student has met the formal requirements, the student has not demonstrated comprehension of the material and the ability to work with concepts.

D = 65-74 Not a Passing Grade. The student's accomplishment leaves much to be desired. Requirements may have been cursorily met but without indicating minimal comprehension of the material and the ability to work with concepts.

F = Below 65 Failure. The student has not met the minimum requirements.

Discussion Posts	40%
Reflection Papers	20%
Final Paper	40%
	100%

Class Participation

Students are expected to engage in the course reading each week as well as participate in weekly discussion posts. Students are expected to respond to at least 2 of their colleagues each week. Discussion topics are listed in the course schedule. Discussion questions and peer response assignments are listed each week in the online portal. You are allowed ONE excused absence from a weekly discussion; any other absences will result in a 0 for that week's discussion grade. Late work will result in a 10% reduction in your grade for each day the assignment is late.

I realize emergencies happen and sometimes things happen beyond our control. In such case, contact me ASAP. I cannot help you if I do not know there is a problem.

Assignments

Sunday is the first day of the week for all NCAT online classes. All Discussions and assignments are due each Wednesday, or the 4th day of each week except your final paper which is due on Day 7 of your final week on class (Week 12). There are 3 Reflection papers and 1 final paper for this course.

Reflection Papers: You will write a 2–3-page reflection on the topic of the corresponding week being sure to cite from Erford (2018). Papers should follow APA 7 guidelines.

Final Paper: You will write a 3–5-page paper on Self Care as it relates to a counselor and an Ethical Decision-Making Model of your choice. You will need to cite Erford (2018) and 2 other peer reviewed journal article. Papers should follow APA 7 guidelines.

Course Schedule

Week	Topic	Readings Erford	Application	CACREP
1	Introductions, Syllabus Review, Self-Care	Chapter 1	Discussion Post	2.F.1.a
2	Professional Counselor & Professional Counseling Organizations	Chapter 1 & 2	Discussion Post	2.F.1.i 2.F.1.j
3	Ethical and Legal Issues in Counseling	Chapter 2	Discussion Post	2.F.1.f 2.F.1.g
4	Counseling Theories	Chapter 4	Reflection Paper #1	2.F.1.a
5	Confidentiality	Chapter 5	Discussion Post	2.F.1.f
6	Micro Skills	Chapter 6	Discussion Post	2.F.1.k
7	Human Development throughout Life Span	Chapter 10	Discussion Post	2.F.1.a 2.F.1.e
8	Counseling Career Choices	Chapters 8 & 9	Discussion Post	2.F.1.b
9	Multicultural Counseling	Chapter 11	Reflection Paper #2	2.F.1.e
10	Crisis Prevention and Intervention	Chapter 7	Discussion Post	2.F.1.c
11	Supervision and Consultation	Chapter 13	Reflection Paper #3	2.F.1.m 2.F.1.b
12	Advocacy and Social Change Agents	Chapters 14 &15	Final Paper	2.F.1.d 2.F.1.e

Course Schedule

Weekly Course Article Readings

Week	Articles
1	Plath, A. M., & Fickling, M. J. (2022). Task-oriented self-care: An innovative approach to wellness for counselors. *Journal of Creativity in Mental Health*, *17*(1), 55–66. https://doi.org/10.1080/15401383.2020.1842274
2	Brodwin, M. G., Boland, E. A., Lane, F. J., & Siu, F. W. (2012). Technology in rehabilitation counseling. In R. M. Parker & J. B. Patterson (Eds.), *Rehabilitation counseling: Basics & beyond* (pp. 333–367). Austin, TX: Pro-ed.
3	Kaplan, D. M., Wade, M. E., Conich, J. A., & Martz, E. T. (2011). Legal and Ethical Issues Surrounding the Use of Social Media in Counseling. *Counseling & Human Development*, *43*(8), 1–10.
4	**No additional readings**
5	Find a peer reviewed journal article to share in your discussion post this week related to Confidentiality.
6	Ivey, A. E., Bradford Ivey, M., & Zalaquett, C. (2016). The neuroscience of listening, micro skills and empathy. *Counseling Today*, *59*(2), 18–21.
7	**No additional readings**
8	Brown, D. (2016). *Career information, career counseling, and career development* (11th ed.). Upper Saddle River, NJ: Pearson. Arthur, N., & McMahon, M. (2005). Multicultural Career Counseling: Theoretical Applications of the Systems Theory Framework. *Career Development Quarterly*, *53*(3), 208–222.
9	Berens, D. E. (2018). Disability, ableism, and ageism. In D. G. Hays & B. T. Erford (Eds.), *Developing multicultural counseling competence: A systems approach* (3rd ed., pp. 166–191). Boston, MA: Pearson. Ted Talk: Challenges and Rewards of a culturally informed approach to mental health (https://youtu.be/VrYmQDiunSc)
10	Find a peer reviewed journal article to share in your discussion post this week related to Post Traumatic Stress Disorder
11	**No additional readings**
12	**No additional readings**

Accommodations

NCAT University recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. NCAT University is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Academic Integrity

Academic integrity is the cornerstone to learning and scholarship at NCAT. To ensure that a degree from the NCAT is the representation of student's individual academic achievement, the university has zero tolerance for academic dishonesty. Academic dishonesty includes but is not limited to using someone else's ideas or words without appropriate APA citation (including your own work), turning in your own work in more than one class at this or other universities, making up facts or sources for your work or turning in work that you did not complete yourself. All assignments must be turned in with the checked box for agreement to be checked by "TURNITIN" software. Violations will be reported to the Office of Student Behavior and Conduct and will result in the final grade of an "F"

Teaching Philosophy

I approach teaching from a constructivist framework where students are active in the learning process. I believe students have the best learning experience in classrooms where they are both consumers and contributors of the learning material.

I am committed to the development of every student across all domains. I provide an integrative teaching methodology that addresses the myriad learning styles of diverse learners.

I further believe that students need opportunities for personal growth and exploration of their professional identities. It is crucial that students find and use their voice to enter respectful, collaborative discussions with their educator(s) and peers, ultimately using that voice to advocate for marginalized populations and the counseling profession.

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