



## **COUN 5011:01 INTRODUCTION TO THE COUNSELING PROFESSION AND ETHICAL PRACTICE**

**Spring, 2018**

*COUN 5011 is a required course for LPC Licensure*

### **College of Education, Department of Counselor Education**

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**Class Format:** This course will be a combination of lectures, class discussion, reflection papers, and experiential activities. Videos, articles, and discussion will be used to demonstrate the major components of the course.

**Class day and time:** Wednesday 5:00 – 9:50 pm (January 17 – March 10)

**Class Location:** Garrett Teacher Education Center, room 322

**Course Description:** The course, *Introduction to the Counseling Profession and Ethical Practice*, is designed to introduce students to the field of counseling, its theoretical and philosophical bases, historical antecedents, ethical issues, professional elements and an overview of current practice environments. Areas of practice include mental health settings, academic/career organizations, agencies, community centers, schools, and private practice. Additionally, this course examines the professional codes of ethics and their limitations, the value conflicts in counseling, ethical decision making models, and the current major ethical issues facing the counseling profession

### **Required Textbooks:**

Gladding, S. T. (2012). *Counseling: A comprehensive profession* (8th ed.). Pearson.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

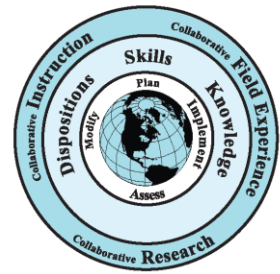
### **Suggested Textbooks:**

Remley, T. P., & Herlihy, B. (2016). *Ethical, legal, and professional issues in counseling* (5<sup>th</sup> ed.). Merrill Counseling

Erford, B.T., Hays, D.G., Crockett, S., & Miller, E.M. (2010). *Mastering the national counselor exam and the counselor preparation comprehensive exam*. Pearson.



**Course Objectives:** The following objectives will be met during this course: Students will understand the ACA Code of Ethics and be able to apply an ethical decision making model to case scenarios; gain an understanding of the counseling profession, including history of the counseling field and its specializations; and be introduced to coursework in the Clinical Mental Health Counseling track of the Master's Counseling program.



Enhancing The Future  
Through Educator Preparation

### **Conceptual Framework Statement, Descriptors (5 indicators) and Logo:**

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.

### **SHSU Dispositions and Diversity Proficiencies**

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF4)
4. Practices ethical behavior and intellectual honesty. (CF3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses.

### **College of Education Information:**

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.



## Standards Matrix

## *Knowledge & Skills Proficiencies by Indicator*

Standards	Activities/ Assignments (including field-based activities)	Measurement (including performance- based evaluation)	Standards Alignment TS—Texas Educator Standards/ Competencies CF-Conceptual Framework Indicator NC- NCATE SB - SBEC CA-CACREP
History and philosophy of the counseling profession	Assigned Readings Class Discussion Video (Standing on the Shoulder of Giants) Interview professional in the field of counseling or a related mental health profession Reflection & Discussion over specializations	Discussion  Standing on the Shoulders of Giants Questions  Reflection and group discussion regarding areas of specialization and students’ field of interest  Reflection over Interview with MH Professional	SB – b1 CA – II.G1.a NC - 1.2 CF – 1 DDP- 2
Professional roles, functions, and relationships with other human service providers, including strategies for interagency/ inter- organization collaboration and communication	Assigned readings  Class Discussion  Interview MH Professional  Assigned Readings	Interview MH Professional  Class Discussions  Final Exam	CA-II.G.1.b
Counselors’ roles and responsibilities as members of interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma- causing event.	Interview a professional in the field of counseling or a related mental health profession  Class Discussion  Assigned Readings	Interview mental health professional  Research and Class Discussion regarding how mental health professional assist in disaster relief	SB – b1 CA – II.G1.c NC - 1.2 CF – 1 DDP- 2



Self-care strategies appropriate to the counselor role	Assigned readings Class Discussions Group Activity	Discussion Participation/ Group Activity focused on wellness and self-care	SB –b2 CA – II.G.1.d NC 1.2 CF – 3 DDP - 2
Counseling supervision models, practices, and processes	Assigned readings Class Discussions Interview a professional in the field of counseling or a related mental health profession	Discussion Interview mental health professional	SB –b2 CA – II.G.1. e NC 1.2 CF – 3 DDP - 2
Professional organizations, including membership benefits, activities, services to members, and current issues	Interview a professional in the field of counseling or a related mental health profession Class Discussion Assigned Readings In-Class Debate regarding professional organizations (ACA, AAMFT, ASCA)	Discussions Interview Mental Health Professional Paper regarding benefits of each organization and who they serve (ACA, AAMFT, ASCA)	SB – b1 CA – II.G1.f NC - 1.2 CF – 1 DDP- 2
Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects on public policy on these issue	Visit homepage of licensing boards Assigned readings Class Discussion	Discussion/Activity Final Exam	SB – a-g CA-II.G.1.g NC – 1.6 CF - 1
The role and process of the professional counselor advocating on behalf of the profession	Review ethical codes (ACA, LPC, NCC, ASC, LMFT) Class Discussions Assigned Readings Interview MH professional Professional Development/Workshop	Interview MH Professional Professional Development Workshop 3 hrs. Class Discussions	CA-II-G.1.h



Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	MH Professional Interview  Assigned Readings  Class Discussion	Discussion Mental Health Professional Interview	CA-II.G.1.i
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Review ethical codes (ACA, LPC, NCC, ASC, LMFT)  Class Discussions  Assigned Readings  Case Studies  Students reflect on personal ethics and values	Exam Individual Case Study Professionalism/ Ethics Autobiography	CA-II.G.1.j

NCATE Unit Standards – Standards for the College of Education

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

Web link on *Center for Assessment* <http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/>

**IDEA Objectives:** The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

**Essential:** Developing ethical reasoning and/or ethical decision making; ); Learning to apply course material (to improve thinking, problem solving, and decisions)

**Important:** Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories; Learning to apply knowledge and skills to benefit others or serve the public good

**Course/Instructor Requirements:** This course is an entry level course designed to introduce students to the counseling profession and ethical practice of counseling. Therefore, no prerequisites are required.



## Course Outline

### Assignments:

#### 1. Midterm Exam (100 points)

Students will take a comprehensive exam on Blackboard that will cover all chapters. This exam is open book but must be completed without the assistance of others.

#### 2. Professional Interview (100 points)

Students will interview one of the following licensed mental health professionals (face-to-face) answering each of the questions in *Appendix A*. Students may choose any one of the following mental health professionals to interview: Licensed Professional Counselor, Marriage and Family Therapist, or a Professional School Counselor. The person you interview must not be a faculty in the Counselor Education Department.

#### RUBRIC

	Possible points	Your points
APA Style, grammar, spelling, formatting and length <ul style="list-style-type: none"><li>Minimal APA errors (less than 5 errors) – 1 – 3 points off</li><li>Moderate APA errors (6 – 10 errors) 4 – 7 points off</li><li>Significant APA errors – (11 or more errors or clearly did not follow APA style) 8 – 10 points off.</li><li>Each error, even if it repeats, counts as one error.</li><li>See APA manual or APA style blog for citing interviews!</li></ul>	10	
Writing and grammar <ul style="list-style-type: none"><li>Grammatical and spelling errors will be graded as follows: Up to 5 points off can be deducted for errors. Minimal errors 1 - 2 points off; moderate errors 3 - 4 points off; significant errors in structure, spelling, and grammar 5 points off.</li><li>Most papers do not exceed 6-7 pages of content. You can summarize their answers and put some quotes if you want to as well.</li></ul>	5	
Conclusion: Reflection	20	
Appropriate 3 additional questions	15	
Adequate content/depth – <b>you may need to prompt interviewee to expand</b>	30	
Follows Directions: All questions included, face to face, etc.	20	
<b>TOTAL POINTS</b>	<b>100</b>	

#### 3. Professionalism/Ethics Autobiography (100 points)

Reflect on your personal ethics of origin and their ethnic, cultural, and religious influences, as well as what you have already learned about counseling ethics. Consider specifically how your own personal values, backgrounds, and traditions may interact or conflict with professional ethics principles and rules in counseling. Use the questions in *Appendix B* to guide your reflection and reference the ACA Code of Ethics where appropriate. Papers must be four to Six pages (excluding cover page and references).



## RUBRIC

	Possible points	Your points
APA Style, grammar, spelling, formatting and length <ul style="list-style-type: none"> <li>Minimal APA errors (less than 5 errors) – 1 – 3 points off</li> <li>Moderate APA errors (6 – 10 errors) 4 – 7 points off</li> <li>Significant APA errors – (11 or more errors or clearly did not follow APA style) 8 – 10 points off.</li> <li>Each error, even if it repeats, counts as one error.</li> </ul>	10	
Writing and grammar <ul style="list-style-type: none"> <li>Grammatical and spelling errors will be graded as follows: Up to 5 points off can be deducted for errors. Minimal errors 1 - 2 points off; moderate errors 3 - 4 points off; significant errors in structure, spelling, and grammar 5 points off.</li> </ul>	5	
Depth of Reflection; Thoughtfulness	40	
Adequate content (addresses all areas mentioned in syllabus)	45	
Total	100	

### 4. **Blackboard Activity (50 points)**

One blackboard/online activity and reading assignment will be assigned in lieu of face-to-face class. The assignment will be discussed later in the semester, but may include any of the following: watching counseling videos, reflection papers, discussion boards with peers, or internet searches on available resources. The professor will offer additional clarification as needed. If a discussion board is assigned, student will be required to post 3 times to the discussion board for full credit. The initial post will answer the question provided by the professor. Two additional posts will need to be made to two classmates, making comments on their post. An appropriate comment includes a thought provoking question, furthering the conversation, adding links to relevant literature to engage in additional critical thinking about the original post. Writing “good post” “I enjoyed reading this” etc. will not count towards a relevant comment and points will be deducted. Instructions will be given in class regarding how to use discussion boards prior to the assignment.

#### Rubric

	Possible points	Your points
Completes assignment on time with appropriate specifications followed (Not responding to peers - 10) (Not responding on time – 10)	25	
Includes all appropriate Content/reflections/responses stated in guidelines	25	
TOTAL POINTS	50	

### 5. **Professional Development Ethics Workshop (50 points)**

Students will attend a total of **3 hours** of professional development in the area of ethics/law or counselor identity for counseling professionals. Students are required to provide **proof of attendance** documenting all 3 hours. This can be done anytime during the course and the certificate of completion, which you will upload to blackboard, is verification of your attendance.





#### 6. ***Participation/Discussion/Professionalism (150 points)***

All students should come to class on-time, ready to be psychologically present, not just physically present. Students should conduct themselves in a respectful and interested manner, not working on other things during class and not carrying on other outside conversations. All students should come to each class with the appropriate chapters read and actively participate in class discussions, small group activities and role-playing experiences. Additionally, students need to refrain from eating in class (except on breaks). Students should return on time from breaks and wait until the class break before leaving the room (with exceptions). Students' scores in this area also includes:

- Demonstrating **RESPECT** for fellow classmates. This means being courteous and not verbally abusive or disruptive during the class.
- Practicing **CONFIDENTIALITY** with each classmate. Sometimes during discussions, classmates may share information of a personal nature. What is shared in the classroom is not to be shared outside of the classroom.
- Demonstrating **ACADEMIC HONESTY**. Cheating and plagiarizing are considered academic dishonesty. Any signs of cheating or plagiarizing will result in a zero on the assignment the first occurrence. Any subsequent occurrences will be discussed with the Counseling faculty.
- Demonstrating **RESPONSIVENESS** with the professor and classmates. **This means checking your email daily.** Communication through email is the primary way faculty will communicate with you. Failure to do so can result in missed information for which you will be held responsible. This also means "following your threads" on Discussion Board to be able to respond to classmates when they ask questions about your posting.

Each face-to-face class is worth 20 points. The online class is worth 10 points. Points will be deducted for being late to class (every 15 minutes is worth 5 points), not being prepared, not engaging verbally in class, using electronic devices when not indicated, eating in class, and carrying on outside conversations. **Students displaying academic dishonesty will lose all participation/professionalism/discussion points.**

#### 7. ***Individual Ethics Case Report (125 points)***

Students are to present their responses to the case study according to their discipline (case studies will be assigned at a later date) in a paper (5-7 pages) addressing the details of the case. Students will utilize (**apply**) a decision-making model from beginning to end.

Students will complete the report individually by addressing the following statements: 1) an overview of the case 2) what they believe the dilemmas are and why, citing the appropriate ethical codes and laws; 3) the proposed (final) action they would take in this case; 4) the justification for their proposed action(s); and 5) the decision-making model and a description of how you used the model to arrive at that decision (this is a walk-through of how you came to the conclusion in step 2 above. *Make sure you include an external source that supports the ethical decision making model you chose and justify your choice.* The ethical codes and laws will be repeated when you walk through your ethical decision making model. Demonstrate your ability to think of all the issues involved and the consequences of each action. Do not just list the steps of the model you use). End your paper with a conclusion of what you learned through this process. The individual report will not be collaborative. **One peer-reviewed journal**





**article regarding the decision-making model must be used and cited.** You need to use a model that is shown to be effective as evidenced by your chosen article.

The students must cite any sections that apply to the [2014 ACA Code of Ethics](#), Texas laws, statutes, rules and regulations considered (e.g., [LPC Board Rules](#), Texas [Statutes and Laws](#), Professional school counseling students should also cite the [ASCA Ethical Code](#) and [Texas Education Code](#). Students seeking the Marriage and Family specialization should cite (in addition to ACA Code of Ethics and LPC Board Rules, Statutes and Laws) the [Texas MFT code of Ethics](#) and [the American Association of Marriage and Family Therapist code of ethics](#).

#### Rubric for Individual Case Study Paper

	Possible points	Your points
Overview	5	
Describe the dilemmas (a dilemma has more than one side)	20	
Your proposed action & justification	20	
Your decision-making model and rationale	20	
Appropriate use of codes of ethics and other necessary guidelines (be specific)	25	
Include appropriate literature	10	
Conclusion/Reflection	10	
Grammar, written language, APA style, and length APA Style, grammar, spelling, formatting and length <ul style="list-style-type: none"> <li>Minimal APA errors (less than 5 errors) – 1 – 3 points off</li> <li>Moderate APA errors (6 – 10 errors) 4 – 7 points off</li> <li>Significant APA errors – (11 or more errors or clearly did not follow APA style) 8 – 10 points off.</li> <li>Each error, even if it repeats, counts as one error.</li> <li>Grammatical and spelling errors will be graded as follows: Up to 5 points off can be deducted for errors. Minimal errors 1 - 2 points off; moderate errors 3 - 4 points off; significant errors in structure, spelling, and grammar 5 points off.</li> <li>If your page length falls below or exceeds the expectations, 1 point will be deducted for each page</li> </ul>	15	
<b>TOTAL POINTS</b>	<b>125</b>	

#### 8. *Group Comprehensive Ethics Case Report and Presentation (175 points)*

After all have written a case report as mentioned in the previous section, the assigned group will meet, discuss, and create a compiled report (5-7 pages) consisting of the same information required in the individual report, except **individual findings as well as collective findings should be discussed**. For example, discuss how members differed in their decision making process and response to the case study. Then agree as a group on the collective findings. The collective report should not mirror an individual report, but should have agreed upon elements of each report embedded within it. Do not cut and paste from each member's paper. If you quote a statement in another paper, you need to cite it appropriately (see APA manual).



If you use the information in previous papers but change the sentence structure, just cite which paper it came from (author, year).

The group will also present their paper using a 20-30 minute Power Point presentation on the last day of class. The presentation must also include: 1) highlight your team's decision making process, opinions, and conclusions, 2) Discuss concerns about the case and how your process will relate to your future work as counselors. 3) What was this like for you and your team? 4) What did you learn about ethical decision making?

All submissions for the comprehensive report (paper, power point, and peer evaluation) must be turned in the last day of class in a hardcopy format. The paper and presentation also must be uploaded to blackboard.

#### Rubric for Group Paper and Presentation

	Possible points	Your points
Overview	5	
Describe the dilemmas (a dilemma has more than one side)	20	
Your proposed action & justification	20	
Your decision-making model and rationale	15	
Appropriate use of codes of ethics and other necessary guidelines (be specific)	25	
Include appropriate literature	10	
Individual and Collective Findings	25	
Conclusion/Reflection	10	
Written evaluation of peers	10	
Grammar, written language, APA style, and length APA Style, grammar, spelling, formatting and length <ul style="list-style-type: none"> <li>Minimal APA errors (less than 5 errors) – 1 – 3 points off</li> <li>Moderate APA errors (6 – 10 errors) 4 – 7 points off</li> <li>Significant APA errors – (11 or more errors or clearly did not follow APA style) 8 – 10 points off.</li> <li>Each error, even if it repeats, counts as one error.</li> <li>Grammatical and spelling errors will be graded as follows: Up to 5 points off can be deducted for errors. Minimal errors 1 - 2 points off; moderate errors 3 - 4 points off; significant errors in structure, spelling, and grammar 5 points off.</li> </ul> If your page length falls below or exceeds the expectations, 1 point will be deducted for each page	15	
Presentation (includes all components, creative, engaging)	20	
<b>TOTAL POINTS</b>	<b>175</b>	

***††All assignments must be completed to receive a grade of A or B regardless of number of points earned. Unless specified, all assignments must be uploaded into blackboard in the correct assignment location to receive credit. If you accidentally upload the wrong assignment and catch your error prior to the due date, you can upload the correct assignment and that one will be graded instead.***



## Grades:

All assignments due by the beginning of class on the specified day. All Written Assignments need to be in APA style, written in Word, with appropriate font, spacing, and headings.

### Course Evaluation:

Final Exam	100 points
Professional Interview	100 points
Professional Ethics Autobiography	100 points
Participation/Discussion/Professionalism	150 points
Blackboard Activity	50 points
Professional Development/Workshop	50 points
Individual Ethics Case Report	125 points
Comprehensive Ethics Case Report/Presentation	175 points

**Total Points** **850 points**

### Points to Grade Equivalency:

A	=	765 – 850
B	=	680 – 764
C	=	595 – 679
F	=	594 and Below

## Schedule

Week	Topic	Assigned Readings/Videos for the Week	Due This Week  Assignments are Due prior to class on the date specified unless stated otherwise
1 Jan 17th	SNOW DAY	Read for next week: Chapters 1-2, watch the video Legacy Interview “Standing on the Shoulders of Giants” and answer the questions associated with it. Bring the answered questions to class	“Syllabus test”



2 January 24th	<b>Chapters 1 -2</b> Introductions Overview of SHSU Program Library/Research Overview APA review Discuss Assignments Getting around Blackboard Personal and Professional Aspects of Counseling; Ethical and Legal Aspects of Counseling Class Demonstration: Ethical Decision Making Models Discuss Standing on the Shoulders of Giants	Read for next week: Chapters 3-5	<b>Discussion Questions in Class</b> <b>– Standing on the Shoulders of Giants</b>
3 January 31st	<b>Chapters 3 -5</b> Counseling in a Multicultural Society Counseling with Diverse Populations Building Counseling Relationships;	Read for next week: Chapters 6 and 10	<b>Professional Ethics Autobiography Due</b>
4 February 7th	<b>Chapters 6 &amp; 10</b> Working In and Closing a Counseling Relationship; Consultation and Supervision Class Activity: In-Class Debate regarding professional organizations (ACA, AAMFT, ASCA) Class Discussion: Self Care	Read for next week: Chapters 7 - 9	
5 February 14th	<b>Chapters 7 – 9</b> Psychoanalytic, Adlerian & Humanistic Theories Behavioral, Cognitive, Systemic, Brief, and Crisis Theories Groups in Counseling;	Reading for next week: Chapters 11, 12, 14 & 15	<b>MH Professional Interview Due</b>



	Class Activity: Theories Sorter Videos: Counseling Approaches		
6 February 21st	<b>Online Class</b> <b>Chapters 11, 12, 14, &amp; 15</b> Evaluation and Research; Testing, Assessment, & Diagnosis in Counseling; Couple and Family Counseling; Professional School Counseling;	Reading for next week: Chapters 13, 16-18	<b>Individual Case Study Due</b>
7 February 28th	<b>Chapters 13, 16 – 18</b> Career Counseling Over the Life Span College Counseling & Student Life Services; Abuse, Addiction, Disability, & Counseling Clinical Mental Health & Private Practice Counseling	<b>Final Exam Opens</b>	<b>Blackboard Assignment Due</b>  <b>Workshop Certificate Due</b>
8 March 7 <sup>th</sup>	CASE STUDY PRESENTATIONS FINAL CLASS	NONE	<b>Final Exam Due - Blackboard</b>  <b>Group Case Study Paper and Presentation</b>



## Student Guidelines

### University Policies

#### *Student Syllabus Guidelines*

You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure:

<http://www.shsu.edu/syllabus/>.

- SHSU Academic Policy Manual – Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Disabled Student Policy #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - Technology during instruction: Cell-phones and laptops should be put away during course instruction/discussion unless student has received previous approval and/or the device is needed for learning
  - Technology during exams: No electronic devices are permitted during exams. All devices must be turned off and not in view of students or instructor.
  - Technology in emergencies: Students must get permission to use electronic devices for emergency purposes.
- Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

### **Attendance**

1) Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected beforehand. 2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action. 3) A drop of a letter grade will occur for each subsequent absence. 4) Repeated lateness will count towards an absence.



## Course Expectations

### ***Professionalism/Preparedness/Participation Policy***

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Points for professionalism/preparedness/participation may be deducted for any unprofessional and/or inappropriate acts including, but not limited to frequent tardiness (at the beginning of class or after breaks) and/or absences; texting and/or talking in class; computer usage not related to class; unethical actions; lack of involvement in reflection; lewd attire; or disrespectful behavior (face-to-face or online) towards faculty, supervisors, practice clients, and/or colleagues that does not improve following direction. There are a total of 100 points associated with professionalism/preparedness/participation; therefore, your grade may be lowered based upon your actions. Students are expected to participate in all class activities, discussions, and demonstrations.

### ***Academic Dishonesty***

Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#). Students violating the APA 6th Edition Style Manual guidelines for plagiarism will, on the first occasion, earn a grade of zero for the applicable assignment. A second instance of plagiarism will cost a letter grade deduction from the overall class grade. A grade of F for the class will be applied to a third offense.

**Late assignment policy:** Submission of assignments to Blackboard must be on time. Students will receive one grade deduction if assignments are *up to* one day (24 hrs) late, two grade deductions if assignments are *up to* two days (48 hrs) late, three grade deductions if assignments are *up to* three days (72 hrs) late, and a zero if they are submitted over 72 hrs. past the due date. Only late assignments with extenuating circumstances **and** approved by professor **prior** to assignment's due date will be accepted late without penalty. **All assignments must be uploaded into Blackboard** in the correct location to be considered "submitted." If a student submits the assignment in the wrong area, or submits the wrong assignment, the assignment may still be counted as late. All assignments must be turned in to receive a grade of B or better, even if student has the correct number of points for the semester.

**Missing Assignments:** Grades will be determined by number of points earned by the end of the semester. However, all assignments (including quizzes and blackboard assignments) must be turned in and graded to receive a grade of B or better. Therefore, the student's grade will drop to a C if an assignment is missing, even if the student has enough points for an A or B. The professor is not responsible for notifying students of missing work. It is the student's responsibility to keep up with assignments and due dates.





**Expectations:** Classroom behavior should exhibit professionalism and focus throughout each activity. Students are expected to exhibit graduate-level discussions regarding the subject at hand. Examinations and papers must be submitted on time, be well organized, in depth, comprehensive, logical and complete, evidence thorough understanding of the topics through application of principles, and be written using graduate level English grammar. **You must access the Writing Center** if you need assistance as points will be deducted for grammar, sentence structure, punctuation errors, and for lack of clarity.

***Recording Policy***

Students who wish to record lectures or class content must request permission from the professor prior to doing so. The nature of counselor preparation courses is such that students may sometimes share personal information, or the personal information of others who contribute to their assignments such as volunteers for assessment instruments, interviews, and other practice activities. This requires that we respect the privacy of clients/students and volunteers. Therefore, students must secure permission from the professor prior to taping. If permission to record is granted by the professor, students must cease taping when fellow students share personal or confidential information during class. In addition, in order to promote an academic atmosphere of trust, respect, and safety, students may not take pictures or make videos with cell phones or other electronic or mechanical devices without the permission of the professor and fellow students who would be included.



## Appendix A

### Professional Interview

1. Why did you decide to enter the chosen profession?
  2. What degree(s) do you hold?
  3. What is your theoretical orientation? Has this changed since you entered the profession?
  4. What are your job roles and functions (as defined by the profession)?
  5. What could one entering this field expect as an entry-level salary?
  6. What is your view of the differences among the varying helping professions?
  7. What professional association(s) do you belong to and why?
  8. What credentials, license, certifications, etc. do you hold?
  9. What barriers are you aware of that make it difficult for individuals to seek counseling?
  10. What are some avenues to advocate for clients who encounter barriers for services?
  11. What are your career aspirations?
  12. How has the field changed since you began working as a professional in the field?
  13. In your opinion, what are the future trends in the field?
  14. Have you and a client had difficulty working together because of a difference in your value systems? If so, describe the situation(s).
  15. How do you think your values influence the way you counsel?
  16. Describe a success story with a client.
  17. Describe a difficult case and the supports you sought for handling it.
  18. Does the organization you work for have an emergency management response team or plan? If so, what can you tell me about it? (If in private practice, what is your emergency response plan for any local crisis or disaster?)
  19. Your supervision question (see above)
  20. Your supervision question (see above)
  21. Your supervision question (see above)
- Conclusion – Discuss the interview experience and provide your personal reaction, comments, concerns, ideas, thoughts, etc. This should be one half page to one page in length. This is the reflection



## Appendix B

### Professionalism/Ethics Autobiography

The bolded group of words for each question will serve as a level 1 heading. The headings should follow APA style (**Title case, Bolded, Centered**). Write your responses under the headings as you would in any APA formatted paper.

1. What are your ideas of **Right And Wrong Personal Behaviors** and from where do these conceptions emerge?
2. What did you learn from your **Family of Origin** about right and wrong?
3. What do you recall were the **Messages About Ethnic or Cultural Groups** different from yourself, and how they see right and wrong?
4. What is your idea of **Right and Wrong Professional Behavior**, and from where does this conception emerge?
5. What **Formative Experiences** account for how you live your life?
6. If you have had experiences in the field, what **Ethical Dilemmas** have you already encountered? If not, what ethical dilemmas do you envision you will encounter?
7. What **Professional Ethics** in the field are most compatible with your own personal values, and which professional ethics are least compatible (cite the ACA code of ethics)?
8. What **Aspects of This Profession** strike you as being “not intuitive”?
9. What are your top three **Values**, and from where do they originate?
10. What are three **Personal Needs That** you think **Match** well with the profession?
11. What are three **Personal Needs That** you think might **Conflict** with the profession?
12. What **Morals** are **Most Important To** you [**Me**], and where do they originate? How do these align or conflict with the various ethical codes of the profession? How might the alignment or conflict influence your work with clients or students? Reflect on this – I am looking for depth here.
13. **Conclusion** (What was is like reflecting on your ethics? Did you have an “ah-ha” moment, and if so what was it? Do you think these ethics, morals, and values will affect how you work with clients – why?)



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- Remley, T. P., & Herlihy, B. (2016). *Ethical, legal, and professional issues in counseling* (5<sup>th</sup> ed.). Merrill Counseling