

Course	COUN 5800, Professional Orientation and Ethics
Term, Day, Time	Spring 1, 2010 – Saturday #1 – 8:00am-5:00pm 1/2, 1/16, 1/30, 2/13, & 2/27 (8am - Noon)
Instructor	Name: Dr. Michelle Bailey Phone: (904) 722-1165 Email: Shel1165@bellsouth.net
Catalog Description/ Content Area	<p>COUN 5800: Professional Orientation and Ethics This course identifies and examines the history and philosophy of the Counseling profession, goals and objectives of professional Counseling organizations, the <i>ACA Code of Ethics</i>, professional credentialing and licensure, role identity of types of professional counselors, application of ethical and legal considerations in counseling, self-care strategies, and advocacy processes to address social and institutional barriers that impede access, equity, and success for clients. Self-growth experiential activities may be associated with this course content. Self-growth experiential activities may be associated with the content of this course.</p> <p>Content Areas: Professional Orientation and Ethical Practice, Helping Rxs, some Human Growth and Development</p>
Learning and Skills Outcome Objectives	<p><i>Upon successful completion of this class students will be able to:</i></p> <ol style="list-style-type: none"> 1. Describe the history and philosophy of the counseling profession 2. Demonstrate knowledge of professional counseling ethical codes (ACA), legal standards, and professional issues in counseling relative to professional counselor identity formation 3. Demonstrate awareness of professional counseling ethical issues in consulting and consultation including the need for reflection, self-supervision, evaluation of outcomes, and professional development 4. Define professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications; and self-care strategies appropriate to the counselor role 5. Describe professional credentialing, including certification and licensure (LPC, LMHC, LMFT, school counselor); awareness of accreditation practices and standards (CACREP); and the effects of public policy and current legislation on these issues 6. Identify advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients 7. Identify and evaluate professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems, advocacy) in a multi cultural society 8. Define and critique the management of mental health services and programs, including areas such as administration, finance, and accountability

	<p>9. Summarize the operation of an emergency management system within clinical mental health agencies and in the community</p> <p>10. Identify effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling in a multi-cultural society</p> <p>11. Evaluate the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network</p> <p>Skills and Practices</p> <p>12. Demonstrate the ability to apply and adhere to ethical and legal standards and decision making in clinical mental health counseling</p> <p>13. Apply current record-keeping standards related to clinical mental health counseling</p> <p>14. Demonstrate the ability to modify counseling approaches and practices to make them culturally appropriate for diverse populations and ethically and legally sound</p> <p>15. Demonstrate the ability to effectively utilize decision-making skills when confronted with ethical, legal, and professional dilemmas related to liability, supervision, consultation, and counseling within a pluralistic society</p>				
Materials	<p>PLEASE NOTE: The 8th Edition of this textbook has been released, but this course will use the 7th Edition. The 7th Edition is not available at MBS Direct, so please use another source such as Amazon or Barnes & Noble.</p> <p>Corey, G., Corey, M. & Callanan, P. (2007). Issues and Ethics in the Helping Profession. (7th Edition). Pacific Grove. CA: Brooks/Cole. ISBN# 0-534-61443-4</p> <p>Goldberg, R. (2009). Taking Sides: Clashing Views in Drugs and Society. (9th Edition). Dushkin/McGraw-Hill, CT. ISBN#978-0-07-812756-4 (see www.duskin.com/online/)</p>				
Method of Learning	<p>Modes of instruction will include a combination of learning methods in an effort to meet the needs of the learner. Instructional modes/methods will include experiential group activities, class discussions, lectures, video aids, and oral PowerPoint presentations.</p>				
Grading	<table border="1"> <thead> <tr> <th data-bbox="542 1730 1089 1793">Assignments</th> <th data-bbox="1089 1730 1455 1793">Maximum Points</th> </tr> </thead> <tbody> <tr> <td data-bbox="542 1793 1089 1854"> <ul style="list-style-type: none"> Chapter & Issues Presentation </td> <td data-bbox="1089 1793 1455 1854">20 Points</td> </tr> </tbody> </table>	Assignments	Maximum Points	<ul style="list-style-type: none"> Chapter & Issues Presentation 	20 Points
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• Class Paper	30 Points
• Final Examination	40 Points
• Class Participation and Attendance	10 Points
TOTAL	100 Points

Letter grades will be assigned pursuant to the following scores based on the percent of the total possible points (weighted according to the scale above) that you earned in the course.

Percentage of Total Points	Grade
95%-100%	A
90%-94%	A-
88%-89%	B+
84%-87%	B
80%-83%	B-
70%-79%	C
Below 70%	F

The grading of this course has a subjective component to it based upon the professional experience of the instructor. The Counseling faculty recognize that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should *demonstrate marked progress toward the course objectives* as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect *not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor*. For example, it is possible to excel academically and receive a final grade less than an A or B. Thus, all grades will reflect a combination of *objective and subjective* assessment.

Note that writing competency is important in graduate school. The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center for assistance.

Activities	<p>Chapter Question Presentation:</p> <ul style="list-style-type: none"> • Students will be required to complete assignments in a timely
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manner.

- Students will hand in two typed questions from each assigned chapter. These will be checked each week. If students hand in two well-thought out questions for each chapter they will receive 20 points of credit at the end of the term.

Class Paper:

- One paper to be assigned beginning the first week of class and due at the final session constituting 30 points of final grade.

Final Examination:

- A comprehensive take-home final examination (multiple choice) constituting 40 points of final grade will be given in advance of final session, to be turned in at final session.

** The scoring criteria will be delineated fully in the first class session.

Class Participation and Attendance:

- Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. **PLEASE BE ADVISED:** Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.
- Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.
- Participants are expected to arrive on time and be **become** actively involved in the learning experience. Each student should desire **not only** to learn, participate, and **but also to** proactively contribute to the learning of others during each discussion and exercise. Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and

	<p>previous classes.</p> <ul style="list-style-type: none"> • Assignments are given to prepare the student to; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class. • A maximum of 10 points will be awarded based on the level and quality of participation and preparation. • Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points. • All assignments are due as detailed in the Course Schedule. • Late assignments will be penalized with a 10% grade deduction for each day late within the week deadline. • Late assignments will be accepted, if they are turned in <i>no later</i> than one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point. • Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted.
<p>Policy Statements: University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p><u>Academic Honesty</u> The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p><u>Drops and Withdrawals</u> Be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals in the Graduate Studies Catalogue to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p><u>Special Services</u> If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p><u>Disturbances</u> By university policy, every student is entitled to full participation in class without interruption. Therefore, disruption of class is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior, including disrespectful</p>

comments or behaviors, lack of attendance, silence and or lack of participation, monopolization of class discussion, etc., are subject to disciplinary action, including removal from the course and potentially, dismissal from the program.

The carrying of weapons onto campus is forbidden.

Conduct:

Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook and to the Counselor Education Program Student Handbook.

<p>Course Policies</p>	<p><u>Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:</u></p> <p>In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends. Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, the student risks a failing grade in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.</p> <p>We will be learning from each other in addition to the text throughout the semester. Therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class <i>just as with clients</i>. You are encouraged to make your feelings and thoughts known, yet, to do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.</p> <p>Further, openness to supervision and instruction by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.</p> <p>Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.</p> <p><i>ACA Code of Ethics (2005)</i> <i>Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors.</i></p>
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	<p>(See C.1., H.1.)</p> <p><u>Cell Phones</u> Turn off all cell phones during class unless otherwise advised by the instructor.</p> <p><u>Academic Integrity</u> All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing.</p> <p>Recycling papers from other coursework is not acceptable.</p> <p>According to the <i>Publication Manual of the American Psychological Association</i> (2001), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else’s work, you must also give them credit with a citation.</p> <p>All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. Plagiarism will not be excused by ignorance on the student’s part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in.</p> <p><u>Course Attendance:</u> The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Absences will result in a significant loss of learning, which will not be recouped through borrowing a classmate’s notes. Students are expected to attend all class sessions of every course. It is expected that you will come to class having completed the reading assignments and will ask questions and participate in all activities. You may also be asked to self-disclose in a training environment.</p> <p>The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. See <i>Grading</i> for further information.</p> <p>Note: To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.</p>	
<p>Weekly Schedule</p>		<p>Pre-Assignments for Week 1:</p> <ul style="list-style-type: none"> • Fill out; bring to class; and be prepared to share with the class, an informal 5 to 10 minute oral summary of your completed self-inventory in Chapter 1 of the main text.

		<ul style="list-style-type: none"> • Read, and be prepared to discuss, Chapters 1 and 2 of the main text, covering respectively, Introduction to Professional Ethics and The Counselor as a Person and as a Professional • Read, and be prepared to discuss, Issues 1 and 2 from "Taking Sides"
	Week 1	<p>A.M. Session (8:00AM-Noon) THEME: Introduction to the Class Topics:</p> <ul style="list-style-type: none"> • Thorough introductory exercise, and discussion of administrative details of course, including overview of course; expectations of instructor; thorough review of syllabus; and division of class for future chapter briefs / presentations • Beginning individual discussions with instructor (to be culminated by fourth class session) relative to student's selected topics for class research paper (to be completed and turned in at final class session) • Individual pre-assignment presentations <p>P.M. Session (1-5PM) THEME: Professional Ethics & The Counselor as a Person and as a Professional Topics:</p> <ul style="list-style-type: none"> • Class discussion of current events relevant to course • Discussion leader(s) will brief/present assigned text chapter(s); including participatory discussion of each Pre-Chapter Self-Inventary <p>Assignments for Week 2:</p> <ul style="list-style-type: none"> • Read, and be prepared to discuss, Chapters 3-6 of the main text. • Read, and be prepared to discuss, Issues 3-6 from "Taking Sides"

	<p>Week 2</p>	<p>A.M. Session (8:00AM-Noon) THEME: Values and the Helping Relationship, Multicultural Perspectives and Diversity Issues Topics:</p> <ul style="list-style-type: none"> • Class discussion of current events relevant to course • Discussion leader(s) will brief/present assigned text chapters(s); including participatory discussion of each Pre-Chapter Self-Inventory <p>P.M. Session (1-5PM) THEME: Client Rights and Counselor Responsibilities & The Ethical and Legal Issues of Confidentiality Topics:</p> <ul style="list-style-type: none"> • Class discussion of current events relevant to course • Discussion leader(s) will brief/present assigned text chapters(s); including participatory discussion of each Pre-Chapter Self-Inventory <p>Assignments for Week 3:</p> <ul style="list-style-type: none"> • Read, and be prepared to discuss, Chapters 7-10 of the main text. • Read, and be prepared to discuss, Issues 7-10 from "Taking Sides"
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	<p>Week 3</p>	<p>A.M. Session (8:00AM-Noon) THEME: Managing Boundaries and Multiple Relationships & Professional Competence and Training Topics:</p> <ul style="list-style-type: none"> • Class discussion of current events relevant to course • Discussion leader(s) will brief/present assigned text chapters(s); including participatory discussion of each Pre-Chapter Self-Inventory <p>P.M. Session (1-5PM) THEME: Issues in Supervision and Consultation & Issues in Theory Practice, and Research Topics:</p> <ul style="list-style-type: none"> • Class discussion of current events relevant to course • Discussion leader(s) will brief/present assigned text chapters(s); including participatory discussion of each Pre-Chapter Self-Inventory <p>Assignments for Week 4:</p> <ul style="list-style-type: none"> • Read, and be prepared to discuss, Chapters 11-13 of the main text, covering, respectively, Ethical Issues in Couples and Family Therapy and Ethical Issues in Group Work • Read, and be prepared to discuss, Issues 11-18 from "Taking Sides"
	<p>Week 4</p>	<p>A.M. Session (8:00AM-Noon) THEME: Ethical Issues in Couples and Family Therapy and Ethical Issues in Group Work Topics:</p> <ul style="list-style-type: none"> • Class discussion of current events relevant to course • Discussion leader(s) will brief/present assigned text chapters(s); including participatory discussion of each Pre-Chapter Self-Inventory <p>P.M. Session (1-5PM) THEME: Ethical Issues in Community Work Topics:</p> <ul style="list-style-type: none"> • Class discussion of current events relevant to course • Discussion leader(s) will brief/present assigned text chapters(s); including participatory discussion of each Pre-Chapter Self-Inventory <p>Assignments for Week 5:</p> <ul style="list-style-type: none"> • Complete final exam • Complete research paper

	Week 5	THEME: Class Recapitulation Topics: <ul style="list-style-type: none"> • Class discussion of current events relevant to course • Turn in final exam and research paper/project assignment for grading • Class summation analysis • Course recapitulation
<p>Reviewed by: <i>Dr. Stephanie Vavilala</i></p> <p>Job Title: <u>Counseling Coordinator</u></p> <p>Date: <u>11/23/09</u></p>		

Revised