



<b>Course</b>	COUN 5800 Professional Orientation	
<b>Term</b>	Spring 2, 2008	
<b>Instructor</b>	Name: Richard Sherman Ph.D., LPC Phone: 816-524-7373 Email: rsherman6@kc.rr.com or sherman@webster.edu	
<b>Catalog Description</b>	The student examines goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, role identity of the counselors and the counseling relationship.	
<b>Prerequisites</b>	Incoming competency of student expected by instructor: Students to be admitted to the Webster COUN program. Successful completion of COUN 5020 or permission of the Academic Director.	
<b>Course Level Learning Outcomes</b>	<b>Outcome</b>	<b>Expectations</b>
	1. Students will understand and know how to apply ethical codes of the American Counseling Association in clinical situations.	Application of ethical codes in clinical situations.
	2. Students will know how to apply an ethical decision-making model in considering hypothetical clinical dilemmas.	Application of an ethical decision-making models to hypothetical clinical dilemmas.
	3. Students will develop and expand their interests in reading and research in the counseling field regarding professional ethics.	Develop a wider knowledge of research in the counseling field regarding professional ethics.
	4. Students will examine goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, and the role identity of the counselor.	Develop general knowledge and understanding of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, and the role identity of the counselor.
	5. Through the use of guest speaker(when available) and class lecture, students experience first hand how to apply principles of risk management in the behavioral health field.	To develop and apply principles of risk management in the behavioral health field.

	<p>6. Students will use the following data bases to advance their research and knowledge of understanding ethical issues in the counseling field:</p> <ol style="list-style-type: none"> <li>The American Counseling Association Data Base</li> <li>The American Mental Health Association Data Base</li> <li>PsycFIRST</li> <li>Passports-Eden Webster Library on the Internet</li> <li>ERIC</li> <li>InfoTrac Student Guide for Counseling (web site with Corey text.)</li> </ol>	<p>Application of research skills utilizing various data base search engines.</p>
	<p>7. Presentation Skills</p> <ol style="list-style-type: none"> <li>Student's presentations will advance content of information and form of delivery that facilitates learning and understanding of ethical issues.</li> <li>The use of visual aids, power point and handouts or other methods to stimulate interest and content in class presentation of research paper.</li> </ol>	<p>Students will deliver a 15-20 minute presentation on an ethical issue in counseling. Students will present: (1) The ethical counseling issue researched; (2) The essential features of your research paper; (3) Why this topic is relevant to the counseling profession; and (4) What personal significance or interest the topic is to the presenter.</p>
	<p>8. Following APA guidelines for writing research paper.</p>	<p><u>Term paper requirements:</u> This paper should be double-spaced, 10-12 pages in length, using <b>APA style</b>, include and abstract page, page number, author citations in the text of paper and a reference page. This is a research paper and should not include personal opinions.</p>
<p><b>Materials</b></p>	<p><u>Issues and Ethics in the Helping Professions</u> by Corey, Corey, Callanan, 7<sup>th</sup> edition, 2007, ISBN 0-534-61443-4 and <u>Ethical Standards Casebook</u> by Herlihy &amp; Corey, 6<sup>th</sup> edition, ACA, ISBN 1-55620-255-5.</p> <p><b>REQUIRED HANDOUT PACKET TO BE PURCHASED PRIOR TO FIRST CLASS. AVAILABLE FROM OFFICE \$5.50 CASH/CHECK TO WEBSTER UNIV.</b></p> <p>Text is available from MBS Direct Books at 1-800-325-3252 or</p>	

	<a href="http://www.mbsdirect.net">www.mbsdirect.net</a> . Checks and credit cards accepted.												
<b>Grading</b>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right;">% of grade</th> </tr> </thead> <tbody> <tr> <td>Class Participation &amp; Attendance</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>End of Chapter Quizzes</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Presentation</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Research Paper</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Final Essay Exam</td> <td style="text-align: right;">20%</td> </tr> </tbody> </table> <p><b>End of Chapter Quiz: Class lectured will cover Corey text only. At the completion of each chapter covered, a pop quiz will be given. There will be <u>no make up</u> quizzes.</b></p> <p><b>The GRADUATE catalog provides these guidelines and grading options:</b></p> <ul style="list-style-type: none"> <li>• <b>A/A-</b> Superior graduate work</li> <li>• <b>B+/B/B-</b> Satisfactory graduate work</li> <li>• <b>C</b> Work that is barely adequate as graduate-level performance</li> <li>• <b>CR</b> Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicum, or specified courses.</li> <li>• <b>F</b> Work that is unsatisfactory</li> <li>• <b>I</b> Incomplete work</li> <li>• <b>ZF</b> An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal.</li> <li>• <b>IP</b> In progress</li> <li>• <b>NR</b> Not reported</li> <li>• <b>W</b> Withdrawn from the course</li> </ul>		% of grade	Class Participation & Attendance	15%	End of Chapter Quizzes	10%	Presentation	25%	Research Paper	30%	Final Essay Exam	20%
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<b>Policy Statements: University Policies</b>	<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><b>Academic Honesty</b></p> <p>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><b>Drops and Withdrawals</b></p> <p>Please 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 (published elsewhere) 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><b>Special Services</b>          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><b>Disturbances</b>          Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior 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 are subject to disciplinary action, including removal from the course.</p> <p><b>Student Assignments Retained</b>          From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p><b>Contact Hours for this Course</b>          It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>
<p><b>Course Policies</b></p>	<p>Note: In the event of absence or late arrival it is the student's responsibility to contact his/her instructor prior to start of class.</p> <p><b>Attendance:</b> Attendance at all class meetings is expected. In the unlikely event that you cannot attend class you will be expected to call/leave a message in advance of the class (my voice mail/pager phone number is 524-7373.) If you are absent, you are responsible for contacting a class member to inform yourself about the materials covered during the missed class. If, after conferring with class member(s), you have additional questions about the material, please contact the instructor.</p> <p><b>One excused absence:</b> Contact classmate, complete any class assignments due (essay exam can not be made up.) Additionally, you will be required to complete a <b>5-page paper on the topic of discussion for that class period. Paper is due at the beginning of the next class. A loss of 5% class participation points if paper is not turned in on time.</b></p> <p>Any additional absences will be dealt with according to individual</p>

circumstances, under the guidelines of university policies.

**Term paper requirements:** This paper should be typed, double-spaced, 10-12 pages in length, using **APA style**, including an abstract page, page number, author citations in the text of your paper and a reference page. This is a research paper and should not include personal opinion. Guidelines including topics and grading criteria will be distributed.

Weekly Schedule	Session	Topic & Chapter	Assignment
	1	<b><u>ALL READING TO BE COMPLETED PRIOR TO CLASS MEETING</u></b>	Lecture, group discussion. Read Corey Chapters 1 Introduction to Professional Ethics Read: Herlihy & Corey: pp. 247-254 <u>The Relationship Between Law and Ethics</u>
	2	Discussion: How can an ethical decision-making model facilitate critical thinking and enhance professional functioning? What are the ACA Ethical Codes?	Lecture, video, group discussion Read Corey, Chapters 8 Professional Competence and Training Video: Review Standard of Care (12 minutes)
	3	Discussion: Is it possible to be value neutral? How do you determine when a conflict between your values and your client's values necessitates a referral to another professional? Is there a role for religion and spirituality in counseling with your clients?	Lecture, DVD case studies, group discussion Read Corey, Chapter 3 Values and the Helping Relationship Three Case Scenarios: Small and Large Group Discussion
	4	Clients Rights and Counselor Responsibilities: Issues of Confidentiality, Malpractice & Informed Consent. What are ethical and legal considerations related to dilemmas about confidentiality and informed consent so as to avoid malpractice suits?	Lecture, video, group discussion Read Corey, Chapter 5 Client's Rights and Counselor Responsibilities Read Herlihy & Corey: pp. 151-168 <u>Informed Consent</u> Video: Confidentiality & Informed Consent (35 min.) <b>Week 4 Assignment: Turn in topic for research paper.</b> Include list of referenced (journals, books, articles) to be

			used in research paper. Must be type written. <b>Not turning in topic typed and on due date will result in a loss of 1.5 participation points.</b>
5	Discussion: What are the professional responsibilities and ethical considerations associated with the "duty to warn and protect?"		Lecture, group discussion Read Chapters 6 Confidentiality: Ethical and Legal Issues Read: Herlihy & Corey <u>Confidentiality</u> pp. 169-178 & pp. 223-234 <u>Working With Clients Who Harm Themselves</u> Video: Duty to Warn (21 min.)
6	Discussion: What is a "dual relationship?" What are ethical and clinical considerations associated with dual relationships?		Lecture: "Dual Relationships" Read: Corey Chapter 7 Managing Boundaries and Multiple Relationships Read: Herlihy & Corey pp. 209-221 <u>Avoiding Detrimental Multiple Relationships</u> Video: dual Relationships (35 min) Review progress on research paper. Review APA style.
7	Discussion: Why is "multicultural Counseling" an ethical issue? Lecture and group process.		Read: Corey Chapters 4 Herlihy & Corey pp. 159-168 <u>Ethical issues in Multicultural Counseling</u>
8	Discussion: What are ethical considerations for doing Couples and Family Therapy? How does Individual Counseling differ from Couples and Family Therapy with regards to avoiding ethical dilemmas?		Lecture and group process Read: Corey Chapters 11 Ethical Issues in Couple and Family Therapy Herlihy & Corey pp. 189-199 <u>Working with Multiple Clients</u> What are the ethical considerations associated with managed care? Read pp. 374-385 in Chapter 10; Review article #96 in handout packet Guest Speaker, Managed Care (if available) Read Herlihy & Corey pp.

			<p>185-188 <u>Ethical Pitfalls in Managed Care</u>  <b>All Research Papers Due.</b>  <b>Student Presentations</b></p>
	9	<p>Final Essay Exam: Student Presentation  Papers returned. Course wrap-up. Please bring self-addressed stamped postcard for grade.</p>	<p>Discussion: What is "impairment" and "burnout?"  Why are counselors vulnerable to these problems? What kinds of supports are available for the "impaired" professional?</p>