

Troy University College of Education  
Counseling and Psychology  
CP 6600 Professional Orientation & Ethics  
3 Credit Hours  
Term II 2012

**Course Number CP 6600**

**Course Title Professional Orientation and Ethics**

**Semester Hours 3**

**Pre-requisites-** Required as first class in all Counseling Programs

**Instructor:** Linda Vanderbleek, Ph.D., LMFT, LMHC

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**Class:** Thursday 5:30 p.m. – 10:30 p.m. October 18, 2012-December 13, 2012

**Methods of Instruction:**

Methods of delivery may include traditional classroom, week-end, web-enhanced.

Method of delivery will vary by campus term and instructor.

**Catalog Course Description/Content Areas:**

An introductory course to the world of professional counseling. Course content includes historical overview, concepts, approaches, philosophy and development of the counseling profession. Professional roles, organizations, credentialing, legal/ethical issues, and professional standards of care are covered.

**Knowledge and Skill Outcomes:**

The Counseling Programs are designed to provide quality academic programs that emphasize meaningful and practical learning experiences in preparing students to be innovative, informed, and reflective decision makers. In addition, this course provides opportunities for students to demonstrate the following outcomes:

- 1.To describe the history and philosophy of the counseling profession. (CACREP II G1a)
- 2.To recognize professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications. (CACREP II G1b)
- 3.To identify counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event. (CACREP II G1 c)

- 4.To apply self-care strategies appropriate to the counselor role. (CACREP II G 1 d)
- 5.To recognize counseling supervision models, practices, and processes. (CACREP II G 1 e)
- 6.To identify professional organizations, including membership benefits, activities, services to members, and current issues. (CACREP II G 1 f)
- 7.To describe professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. (CACREP II G 1 g)
- 8.To describe the role and process of the professional counselor advocating on behalf of the profession. (CACREP II G 1 h)
- 9.To identify advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. (CACREP II G 1 i)
10. To describe ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II G 1 j)

Legend: CACREP 2009 CMHC – Clinical Mental Health Counseling Standards

**Required Text(s) and/or Reading(s):**

Neukrug, E. (latest edition) *The world of counselor: An introduction to the counseling profession*. New York, NY: Oxford.

**Other Materials:**

**Students are required to purchase LiveText for this course.**

**EVALUATION CRITERIA AND PROCEDURES**

1. **Attendance and Participation (20%):** Students will attend class and be prepared for participation by completing readings and assignments. Students will earn up to half of the points for attendance and up to half of the points for participation.
2. **Counselor Interview (20%):** CMHC Students will interview a licensed mental health counselor (LMHC) working in the field. Social Service students will interview a counselor working in their area of interest. The student will focus on the counselor’s reason for entering the field, education, licensure, professional organization membership, supervision participation or provision, theoretical orientation, professional development activities, structure and funding of the counselor’s employment site, relationship of counselor’s employment site to other helping professionals (schools, DCF, courts, DOC, etc.) population the counselor prefers to work with, populations the counselor does not work with. The students will write a paper that summarizes the interview and their reactions to the interview. The paper will be submitted on Blackboard under assignments.

**Extra Credit:** Students may earn up to 5 extra credit points by joining a national or state counseling organization (1 point) and attending professional counseling trainings (writing a 1 page reaction paper - 1 point per day).

**LIVETEXT/BLACKBOARD Common Assignments:**

**Prior to completing the first LiveText Assignment for this course, students must complete the Demographic Form CP 6600 located in the Forms Section of LiveText and the Dispositions Summary. All LiveText assignments must be submitted on LiveText. All quizzes and exams will be on Blackboard. At the end of the course, students will submit the Student Summary form in LiveText.**

**LIVETEXT ASSIGNMENT 1:** Quizzes 1-3 (CACREP 2009 II G. 1. a, b, c, & e.): (5 each)

Quiz I History and Philosophy

Quiz II Supervision

Quiz III Professional Organizations, Ethics, Credentials

These quizzes are on Blackboard. Topics include, history and philosophy of counseling, supervision, professional organizations, ethics, and credentials.

**LIVETEXT ASSIGNMENT 2:**(CACREP II.G.1.b & II.G.1.c) (15) Essay 1 -Counselor roles, functions, and relationships with other human service providers, including strategies for collaboration and communication during a crisis, disaster or other trauma causing event. Students will identify a crisis, disaster or other trauma and complete a literature review of the best counseling practices for responding. The students will identify the counselor’s role in relation to other professionals responding, the functions of a counselor, the challenges be to the counselor and what self care strategies would be necessary. Follow APA style.

**ESSAY I RUBRIC**

<b>Topic Standard Assessment</b>	<b>1 0-59 % No Understanding</b>	<b>2 60-69% Below Average</b>	<b>3 70-79% Average</b>	<b>4 80-89% Mastery</b>	<b>5 90-100% Exceptional</b>
<b>Knowledge of the Roles and Relationships within the parameters of empathy Section II G1 b,c</b>	<b>No knowledge of the roles and relationships within the parameters of empathy practiced in the counseling profession</b>	<b>Below average knowledge of the roles and relationships within the parameters of empathy practiced in the counseling profession</b>	<b>Average knowledge of the roles and relationships within the parameters of empathy practiced in the counseling profession</b>	<b>Mastery knowledge of the roles and relationships within the parameters of empathy practiced in the counseling profession</b>	<b>Exceptional knowledge of the roles and relationships within the parameters of empathy practiced in the counseling profession</b>

<b>Knowledge of the roles and responsibilities of the counseling profession in crisis, disaster, trauma-causing events Section II G1 b,c</b>	<b>No knowledge of the roles and responsibilities of the counseling profession in crisis, disaster, trauma-causing events</b>	<b>Below average knowledge of the roles and responsibilities of the counseling profession in crisis, disaster, trauma-causing events</b>	<b>Average knowledge of the roles and responsibilities of the counseling profession in crisis, disaster, trauma-causing events</b>	<b>Mastery knowledge of the roles and responsibilities of the counseling profession in crisis, disaster, trauma-causing events</b>	<b>Exceptional knowledge of the roles and responsibilities of the counseling profession in crisis, disaster, trauma-causing events</b>
<b>Knowledge of the collaborative process in the counseling profession Section II G1 b,c</b>	<b>No knowledge of the collaborative process in the counseling profession</b>	<b>Below average knowledge of the collaborative process in the counseling profession</b>	<b>Average knowledge of the collaborative process in the counseling profession</b>	<b>Mastery knowledge of the collaborative process in the counseling profession</b>	<b>Exceptional knowledge of the collaborative process in the counseling profession</b>
<b>APA quality of writing and use of appropriate grammar</b>	<b>No understanding of APA writing style and appropriate use of grammar</b>	<b>Below average understanding of APA writing style and appropriate use of grammar</b>	<b>Average understanding of APA writing style and appropriate use of grammar</b>	<b>Mastery understanding of APA writing style and appropriate use of grammar</b>	<b>Exceptional understanding of APA writing style and appropriate use of grammar</b>

**LIVETEXT ASSIGNMENT 3:** (CACREP II.G.1.d) (15) **ESSAY 2 - Self Care Strategies.** Students will complete an essay identifying a wellness model in counseling and complete a self assessment based on the model. From your self assessment identify three areas to develop wellness goals and objectives. Document one action taken on an objective. Use APA style.

### **ESSAY 2 RUBRIC**

<b>Topic Standard Assessment</b>	<b>1 0-59 % No Understanding</b>	<b>2 60-69% Below Average</b>	<b>3 70-79% Average</b>	<b>4 80-89% Mastery</b>	<b>5 90-100% Exceptional</b>
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<b>Knowledge of the attributes of self care in the counseling profession Section II G1 d</b>	<b>No knowledge of the attributes of self care in the counseling profession</b>	<b>Below average knowledge of the attributes of self care in the counseling profession</b>	<b>Average knowledge of the attributes of self care in the counseling profession</b>	<b>Mastery knowledge of the attributes of self care in the counseling profession</b>	<b>Exceptional knowledge of the attributes of self care in the counseling profession</b>
<b>Knowledge of the roles of supervision and mentoring as applied to personal development Section II G1 d</b>	<b>No knowledge of the roles of supervision and mentoring as applied to personal development</b>	<b>Below average knowledge of the roles of supervision and mentoring as applied to personal development</b>	<b>Average knowledge of the roles of supervision and mentoring as applied to personal development</b>	<b>Mastery knowledge of the roles of supervision and mentoring as applied to personal development</b>	<b>Exceptional knowledge of the roles of supervision and mentoring as applied to personal development</b>
<b>Knowledge of the personal qualities that contribute to the development of a “therapeutic-self.” Section II G1 d</b>	<b>No knowledge of the personal qualities that contribute to the development of a “therapeutic-self.” collaborative process in the counseling profession</b>	<b>Below average knowledge of the personal qualities that contribute to the development of a “therapeutic-self.”</b>	<b>Average knowledge of the personal qualities that contribute to the development of a “therapeutic-self.”</b>	<b>Mastery knowledge of the personal qualities that contribute to the development of a “therapeutic-self.”</b>	<b>Exceptional knowledge of the personal qualities that contribute to the development of a “therapeutic-self.”</b>
<b>APA quality of writing and use of appropriate grammar</b>	<b>No understanding of APA writing style and appropriate use of grammar</b>	<b>Below average understanding of APA writing style and appropriate use of grammar</b>	<b>Average understanding of APA writing style and appropriate use of grammar</b>	<b>Mastery understanding of APA writing style and appropriate use of grammar</b>	<b>Exceptional understanding of APA writing style and appropriate use of grammar</b>

**LIVETEXT ASSIGNMENT 4:**(CACREP II. G. 1h, G. 1. j) (15) ESSAY 3 -Advocacy for Counseling Profession and Clients. Students will write an essay identifying one or more institutional and/or social barriers that impede access, equity, and success for

clients. The student will complete a literature review of the barrier to describe the barrier and the possible role and process of the professional counselor in advocating for the client. Develop a plan for advocacy to be presented to the class. Document how the plan would be implemented. Use APA style.

### ESSAY 3 RUBRIC

<b>Topic Standard Assessment</b>	<b>1 0-59 % No Understanding</b>	<b>2 60-69% Below Average</b>	<b>3 70-79% Average</b>	<b>4 80-89% Mastery</b>	<b>5 90-100% Exceptional</b>
<b>Knowledge of the issues of bias and prejudice as they apply to the counseling profession. Section II G1 h, j</b>	<b>No knowledge of the issues of bias and prejudice as they apply to the counseling profession.</b>	<b>Below average knowledge of the issues of bias and prejudice as they apply to the counseling profession.</b>	<b>Average knowledge of the issues of bias and prejudice as they apply to the counseling profession.</b>	<b>Mastery knowledge of the issues of bias and prejudice as they apply to the counseling profession.</b>	<b>Exceptional knowledge of the issues of bias and prejudice as they apply to the counseling profession.</b>
<b>Knowledge of the need for advocacy and parity for diverse populations. Section II G1 h, j</b>	<b>No knowledge of the need for advocacy and parity for diverse populations.</b>	<b>Below average knowledge of the need for advocacy and parity for diverse populations.</b>	<b>Average knowledge of the need for advocacy and parity for diverse populations.</b>	<b>Mastery knowledge of the need for advocacy and parity for diverse populations.</b>	<b>Exceptional knowledge of the need for advocacy and parity for diverse populations.</b>
<b>Knowledge of a world perspective in the counseling profession. Section II G1 h, j</b>	<b>No knowledge of a world perspective in the counseling profession.</b>	<b>Below average knowledge of a world perspective in the counseling profession.</b>	<b>Average knowledge of a world perspective in the counseling profession.</b>	<b>Mastery knowledge of a world perspective in the counseling profession.</b>	<b>Exceptional knowledge of a world perspective in the counseling profession.</b>
<b>APA quality of writing and use of appropriate grammar</b>	<b>No understanding of APA writing style and appropriate use of grammar</b>	<b>Below average understanding of APA writing style and appropriate use of grammar</b>	<b>Average understanding of APA writing style and appropriate use of grammar</b>	<b>Mastery understanding of APA writing style and appropriate use of grammar</b>	<b>Exceptional understanding of APA writing style and appropriate use of grammar</b>

**Student Directions:** The student will submit the assignment named CP 6600 Professional Orientation and Ethics to the instructor in LiveText.

<b>Topic Standard Assessment/Assessment</b>	<b>1 0-59% No Understanding</b>	<b>2 60-69% Below Average</b>	<b>3 70-79% Average</b>	<b>4 80-89% Mastery</b>	<b>5 90-100% Exceptional</b>
<b>Activity/Assessment History/Phil QUIZ I History/Philosophy of Counseling Profession II.G.1.a</b>	Does not have understanding of history and philosophy of counseling profession	Below average in knowledge of history and philosophy of counseling profession	Average in knowledge of history and Philosophy of counseling profession	Mastery in knowledge of history and philosophy of counseling profession	Exceptional in knowledge and understanding of history and philosophy of counseling profession
<b>Activity/Assessment Supervision QUIZ II Supervision Models, Practices and Processes II.G.1.e</b>	Does not have understanding of supervision models, practices and processes	Below average in knowledge of supervision models, practices and processes	Above average in knowledge of supervision models, practices and processes	Mastery in of supervision models, practices and knowledge	Exceptional in knowledge of supervision models, practices and processes
<b>Activity/Assessment Professional Organizations Ethics – Credentials – Licensure QUIZ III Professional Credentials, Organizations, Affiliations, Current Issues - Ethical Standards of Professional Organizations, Credentialing, Licensure, etc II.G.1.f ; II.G.1.g &amp; II.G.1.j</b>	Does not have understanding of profession, current issues, ethical standards, credentials and licensure	Below average in knowledge of profession, current issues, ethical standards, credentials and licensure	Above average in knowledge of profession, current issues, ethical standards, credentials and licensure	Mastery in knowledge of profession, current issues, ethical standards, credentials and licensure	Exceptional in knowledge of profession, current issues, ethical standards, credentials and licensure
<b>Activity/Assessment Roles – Collaboration- Crisis – Trauma of Counselors ESSAY I Counselor Roles, Relationships, Collaboration with community agencies and schools/ Roles,</b>	Does not have understanding of counselor roles, collaboration, roles, disaster, trauma-causing events	Below average in knowledge of counselor roles, collaboration , roles, disaster, trauma-	Average in knowledge of counselor roles, collaboration , roles, disaster, trauma-causing	Master in knowledge of counselor roles, collaboration , roles, disaster, trauma-causing	Exceptional in knowledge of roles, collaboration , roles, disaster, trauma-causing events

<b>Responsibilities in crisis, disaster, trauma-causing events II.G.1.b &amp; II.G.1.c</b>		causing events	events	events	
<b><u>Activity/Assessment ESSAY II</u> Self-Care Strategies II.G.1.d</b>	Does not have understanding of self-care strategies for counselors	Below average in knowledge of self-care strategies for counselors	Above average in knowledge of self-care strategies for counselors	Mastery in knowledge of self-care strategies for counselors	Exceptional in knowledge of self-care strategies for counselors
<b><u>Activity/Assessment ESSAY III</u> Advocacy for Counseling Profession and Clients II.G.1.h &amp; II.G.1.i</b>	Does not have understanding of advocacy for counseling profession and clients	Below average in knowledge of advocacy for counseling profession and clients	Above average in knowledge of advocacy for counseling profession and clients	Mastery in knowledge of advocacy for counseling profession and clients	Exceptional in knowledge of advocacy for counseling profession and clients

Student Performance Evaluation Criteria and Procedures:

**Grading Process:**

<b>Course Component/Assignment</b>	<b>Grade Percentage</b>	<b>Points</b>
<b>Attendance and Participation</b>	20%	20
<b>Counselor Interview</b>	20%	20
<b>Quiz 1 History and Philosophy</b>	5%	5
<b>Quiz 2 Supervision</b>	5%	5
<b>Quiz 3 Professional Orientation, Ethics, and Credentials</b>	5%	5
<b>Essay 1 Counselors' Roles in Disasters</b>	15%	15
<b>Essay 2 Self Care Strategies</b>	15%	15
<b>Essay 3 Advocacy</b>	15%	15
<b>Total</b>	<b>100%</b>	<b>100</b>

<b>Flexible Class Schedule</b>		
<b>Date and Topic</b>	<b>Reading Assignment</b>	<b>Assignments Due</b>
10.18.12	Professional Orientation	



Introduction to the Course, Counseling and Psychology Program Orientation Professional Orientation History	Chapters 1 Counselor Identity – Chapter 2 Counseling Profession Past, Present, and Future	
10.25.12 Professional Orientation Standards, Ethics, Accreditation, Credentialing Helping Relationship – Individual approaches,	Professional Orientation Chapter 3 Standards in the Profession: Ethics, Accreditation, Credentialing, and Multicultural/Social Justice Competencies The Helping Relationship I Theories and Skills Chapters 4 Individual Approaches to Counseling	
11.1.12 Counseling skills Helping Relationship – Systems, Couples and Family,	The Helping Relationship I Theories and Skills Chapter 5 Counseling Skills The Helping Relationship II: Systems Chapters 6 Couple and Family Counseling	Complete Quiz 1-3 Complete Essay 2
11.8.12 Group Consultation and Supervision	The Helping Relationship II: Systems Chapter 7 Group Work Chapter 8 Consultation and Supervision	Counselor Interview
11.15.12 Development – Lifespan, Abnormal, Career	Development of the Person Chapters 9 Development Across the Lifespan Chapter 10 Abnormal Development Chapter 11 Career Development	Essay 1
11.22.12 No Class Thanksgiving Holiday Research, Program	Research, Program Evaluation, and Assessment Chapter 12 Testing and	

Evaluation, & Assessment	Assessment Chapter 13 Research and Evaluation	
11.29.12 Social and Cultural Foundations Multicultural Competencies	Social and Cultural Foundations Chapter 14 Multicultural Counseling 15 Multicultural Counseling Knowledge and Skills	
12.6.12 Your future in counseling – specialties, jobs, and looking ahead.	Specialty Areas Chapter 16 School Counseling Chapter 17 Clinical Mental Health Counseling Chapter 18 Student Affairs and College Counseling Marriage and Family Counseling	Essay 3
12.13.12 Your future in counseling – specialties, jobs, and looking ahead.	Your Future in Counseling – Finding a Job, Licensure, Continuing Education	Advocacy Presentations

**Additional Services:**

ADA: Students with disabilities, or those who suspect they have a disability, must register with the Disability Services Coordinator in order to receive accommodations. Students currently registered with the Disability Services Office are required to present their Disability Services Accommodation Letter to each faculty member at the beginning of each term. If you have any questions, contact the Disability Services Coordinator.

**Absence Policy:**

In registering for classes at the university students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas.

In severe cases of inclement weather or other emergency conditions, the Office of Executive Vice Chancellor and Provost will announce cancellation of classes through the local and regional media as well as through the University’s web site.

**Academic Misconduct:**

Students should refer to the Standards of Conduct section of the Oracle, the student handbook, for policies regarding misconduct.

**Plagiarism**

The College of Educations defines plagiarism as:

- Three consecutive words that are not common professional language used from another source without quotation
- Rephrasing another author's words without appropriate citation
- Using another author's ideas or data without appropriate citation
- Submitting another author's or student's writing as one's own
- Directly quoting a source without using appropriate APA or MLA style (whichever is required by the instructor) citation to show that it is a direct quote.
- Intentionally taking information from a source and not giving appropriate credit

Students who commit plagiarism will be subject to disciplinary actions as outlined in *The Oracle* for Academic Misconduct and violation of the Honor Code. The Standards of Conduct and Disciplinary Procedures define university procedures in these matters. Students have the right to request consideration by the Student Services Conduct Board.

**Consequences for plagiarism in this course are as follows:** No points for the assignment containing plagiarism. Intentional plagiarism will result in a failing grade for the course.

**Date Revised –**