

Welcome to

Professional Orientation & Ethical Practice

Spring, 2021 Section 101

Wednesdays (hybrid): 6:00-9:15

Face-to-face (F2F) Classes are: Thursdays 6:00-8:00

Instructor: Ms. Arielle Jordan

Office: Building 19, office 1

Office Phone: 555-671-8216

Office Hours: By appointment

Email: arielle.jordan@waldenu.edu; Submit questions regarding the course to me via email. I check my mailbox daily during the week. Expect a reply to your email within 24-48 hours.

Required Texts

- Remley, T. P., Jr., & Herlihy, B. (2020). *Ethical, legal, and professional issues in counseling* (6th ed.). Pearson.
- Erford, B. T. (2014). *Orientation to the counseling profession* (2nd ed.). Pearson

Course Description

This course will be virtual on Wednesdays and face to face on Thursdays. This course focuses on professional orientation and ethical practice in counseling. Counseling students will understand ethical practice through ethical codes for each professional discipline. Students will become familiar with the American Counseling Association's code of ethics. Students will learn how to apply ethics to legal issues in counseling and the role of advocacy and social justice. The set of standards will be based on Council for Accreditation of Counseling & Related Educational Programs requirements.

Methods of Instruction

This course will be taught using lecture, discussion, experiential activities, DVD, video web resources, handouts, guest speakers, or supplemental materials.

Course Objectives:

- Upon completion of this course, students will, at a minimum, become familiar with;
1. the history and philosophy of the counseling professions including significant factors and events;

2. professional roles, functions and relationships with other human service providers;
3. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
4. professional credentialing including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
5. public and private policy processes including the role of the professional counselor in advocating on behalf of the profession;
6. Counseling process and micro skills
7. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
8. ethical standards of ACQA and related entities, and applications of ethical and legal consideration in professional counseling.
9. Human development and multicultural counseling
10. Assessment, Case Conceptualization, Diagnosis, and Treatment Planning

2016 CACREP Common Core Standards II.G.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

CACREP Clinical Mental Health Counseling Standards

1. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (III.A.2)
2. Is aware of 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). (III.A.7)
3. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability. (III.A.8)

Course Evaluation and Grading

During the course, you will be graded each week based on your Discussion posts and Assignments. At the end of the quarter, you will receive a grade based on your Discussion posts and Assignments. Please refer to the Grading Rubrics in the Course Information area on the left

navigation bar and in the above rubric section for a complete breakdown and set of criteria for evaluation.

Grading Scale for Final Grade

A = 90–100%

B = 80–89%

C = 70–79%

F = below 70%

Requirements: When assigned, you are expected to participate at least 2 separate days a week in the weekly Discussion area. Discussion topics/questions are provided in the Discussion area under each weekly button. In addition, you are expected to respond to your fellow students' postings. To count as participation, responses need to be thoughtful; that is, they must refer to the week's readings, relevant issues in the news, information obtained from other sources, and/or ideas expressed in other class members' postings. Where appropriate, you should use scholarly references to support your position. The Discussion questions require a response to at least one or two other colleagues' postings; this response should be no more than two paragraphs long. Be sure that you post to the correct Discussion area each week.

Late Assignment Policy

Discussion Postings

There will be a 10% deduction off the total discussion points possible (rounded to the nearest half point) for each day late on any submission of a main post or a response post. No credit will be given for Discussion postings made after the week in which they are due unless prior arrangements are made with the Instructor. Exceptions will be made only for those rare situations that legitimately prevent a student from posting on time.

Assignments

Students should verify the due dates for all graded assignments each week. Failure to meet the deadline without prior approval will result in a 25% deduction per day. Any assignment submitted after Day 7 of the following week will receive zero points.

Late Assignments

Timeliness and good time management are critical skills for success both in school and in life. Should you encounter an unanticipated and uncontrollable life event that may prevent you from meeting an assignment deadline, contact the Instructor immediately to request an extension. Requests for repeated or longer extensions will be granted at the Instructor's discretion. Chronic late submission of work will adversely affect your grade. Requests for time extensions after the assignment due date has passed are not likely to be granted. Examples of unanticipated and uncontrollable life events include health crisis for you or an immediate family member for whom you are a caregiver, extended and extraordinarily severe weather events that disrupt

communications, or being called to military duty. Poor time management, other work commitments, vacations, not reading or following the Course Syllabus, or failure to obtain the appropriate books or computer equipment are not events that warrant special consideration.

Plagiarism and Academic Honesty Policy: To claim as one’s own the ideas and words of another is plagiarism. Please consult with the instructor of this course if you are unsure about how to document sources. Plagiarism is defined as the following:

- using the exact words of another person’s work/writing without acknowledgement of your source through the use of quotation marks and correct citation/documentation;
- rephrasing a passage by another writer without giving proper credit;
- using someone else’s facts or ideas without acknowledgement;
- using a piece of writing for one course that was already used in a previous course (or in courses in which you are simultaneously enrolled) without express permission from both instructors to do so; and
- presenting fabricated or falsified citations or materials.

At the very least, an assignment on which plagiarism or cheating has occurred will receive no credit, and an Academic Dishonesty Incident Form concerning the incident will be kept on file in the Office of the Vice President for Student Affairs. A plagiarist/cheater is also subject to failure in the course and/or appearance before the Justice Council.

Course Outline

Instructor reserves the right, with sufficient notice, to make changes to the following course outline. Changes may be necessary to accommodate availability of outside speakers, to meet student learning objectives, and/or to adjust to inclement weather conditions.

Week	Topic	Readings Due	Assignments Due
Week 1	Introduction & Orientation to Course (Course Objective #1)	Erford, B. T. (2014). Orientation to the counseling profession (2nd ed). Pearson Chapter 1 Remley, T. P., Jr., & Herlihy, B. (2020). Ethical, legal, and professional issues in counseling (6th ed.). Pearson. Chapter 1	Review online syllabus and course requirements Week 1 DQ- Due Day 3 Week 1 Assignment- Due Day 7
Week 2	Professional Counseling Organizations, Licensure,	Erford, B. T. (2014). Orientation to the counseling profession (2nd ed). Pearson Chapter 2	Week 2 DQ- Due Day 3 Week 2 Assignment- Due Day 7

	Certification, and Accreditation (Course Objective #2 & 3)		
Week 3	Ethical and Legal Issues in Counseling (Course Objective #7)	Erford, B. T. (2014). Orientation to the counseling profession (2nd ed). Pearson Chapter 3	Week 3 DQ- Due Day 3 Week 3 Assignment- Due Day 7 Begin Final Project
Week 4	Theories of Counseling (Course Objective #5)	Erford, B. T. (2014). Orientation to the counseling profession (2nd ed). Pearson Chapter 4	Week 4 DQ- Due Day 3 Week 4 Assignment- Due Day 7
Week 5	Counseling Process (Course Objective #6)	Erford, B. T. (2014). Orientation to the counseling profession (2nd ed). Pearson Chapter 5	Week 5 DQ- Due Day 3 Week 5 Assignment- Due Day 7
Week 6	Microskills (Course Objective #6)	Erford, B. T. (2014). Orientation to the counseling profession (2nd ed). Pearson Chapter 6	Week 6 DQ- Due Day 3 Week 6 Assignment- Due Day 7
Week 7	Human Development (Course Objective #9)	Erford, B. T. (2014). Orientation to the counseling profession (2nd ed). Pearson Chapter 7	Week 7 DQ- Due Day 3 Week 7 Assignment- Due Day 7
Week 8	Multicultural Counseling (Course Objective #9)	Erford, B. T. (2014). Orientation to the counseling profession (2nd ed). Pearson Chapter 8 Remley, T. P., Jr., & Herlihy, B. (2020). Ethical, legal, and professional issues in counseling (6th ed.). Pearson. Chapter 3	Week 8 DQ- Due Day 3 Week 8 Assignment- Due Day 7
Week 9	Advocating for the Counseling Profession	Erford, B. T. (2014). Orientation to the counseling profession (2nd ed). Pearson Chapter 9	Week 9 DQ- Due Day 3 Week 9 Assignment- Due Day 7

	Client Rights and Counselor Responsibilities (Course Objective #7)	Remley, T. P., Jr., & Herlihy, B. (2020). Ethical, legal, and professional issues in counseling (6th ed.). Pearson. Chapter 4	
Week 10	Professional Identity of Counselors (Course Objective #2)	Remley, T. P., Jr., & Herlihy, B. (2020). Ethical, legal, and professional issues in counseling (6th ed.). Pearson. Chapter 2	Week 10 DQ- Due Day 3 Week 10 Assignment- Due Day 7
Week 11	Client Issues & Boundary Issues (Course Objective #7)	Erford, B. T. (2014). Orientation to the counseling profession (2nd ed). Pearson Chapter 12 Remley, T. P., Jr., & Herlihy, B. (2020). Ethical, legal, and professional issues in counseling (6th ed.). Pearson. Chapter 9	Week 11 DQ- Due Day 3 Week 11 Assignment- Due Day 7
Week 12	Assessment, Case Conceptualization, Diagnosis, and Treatment Planning (Course Objective #10)	Erford, B. T. (2014). Orientation to the counseling profession (2nd ed). Pearson Chapter 13	Final Project

Required Selected Readings

1. Person, M., Garner, C., Ghoston, M., & Petersen, C. (2020). Counselor Professional Identity Development in CACREP and Non-CACREP Accredited Programs. *Journal of Counselor Preparation & Supervision*, 13(1), 1–28.
2. Lile, J. J. (2017). Forming a Professional Counselor Identity: The Impact of Identity Processing Style. *Journal of Counselor Preparation & Supervision*, 9(2), 311–335.
3. Lloyd, H. J., & Foster, V. A. (2017). Student Counselors' Moral, Intellectual, and Professional Ethical Identity Development. *Counseling & Values*, 62(1), 90–105.
<https://doi-org.ezp.waldenulibrary.org/10.1002/cvj.12051>
4. Kern, E. O. (2014). The Pathologized Counselor: Effectively Integrating Vulnerability and Professional Identity. *Journal of Creativity in Mental Health*, 9(2), 304–316.
<https://doi-org.ezp.waldenulibrary.org/10.1080/15401383.2013.854189>
5. Zilcha-Mano, S., & Ramseyer, F. T. (2020). Innovative approaches to exploring processes of change in counseling psychology: Insights and principles for future research.

- Journal of Counseling Psychology*, 67(4), 409–419. <https://doi-org.ezp.waldenulibrary.org/10.1037/cou0000426>
6. Counseling theories in action. Psychodynamic therapy. (2018). Microtraining Associates; <https://ezp.waldenulibrary.org/login?url=>.
 7. Duffy, J. T., Guiffrida, D. A., Araneda, M. E., Tetenov, S. M. R., & Fitzgibbons, S. C. (2017). A Qualitative Study of the Experiences of Counseling Students Who Participate in Mindfulness-Based Activities in a Counseling Theory and Practice Course. *International Journal for the Advancement of Counselling*, 39(1), 28–42.
 8. Counseling Theory, Models, and Techniques. (2015). Microtraining Associates; <https://ezp.waldenulibrary.org/login?url=>.
 9. Understanding Counseling Theory. (2015). Microtraining Associates; <https://ezp.waldenulibrary.org/login?url=>.
 10. Tompkins, M. A., Owen, D. J., Shiloff, N. H., & Tanner, L. R. (2020). Developing the case conceptualization and treatment plan. In *Cognitive behavior therapy for OCD in youth: A step-by-step guide*. (pp. 73–104). American Psychological Association. <https://doi-org.ezp.waldenulibrary.org/10.1037/0000167-005>
 11. Carey, J. C., Martin, I., Harrington, K., & Trevisan, M. S. (2018). Competence in Program Evaluation and Research Assessed by State School Counselor Licensure Examinations. *Professional School Counseling*, 1. <https://doi-org.ezp.waldenulibrary.org/10.1177/2156759X18793839>
 12. Çerkez, Y., Manyeruke, G., Oduwaye, O., & Shimave, S. (2018). Ethical issues in counseling: A trend analysis. *Quality & Quantity: International Journal of Methodology*, 52(Suppl 1), S223–S233. <https://doi-org.ezp.waldenulibrary.org/10.1007/s11135-017-0604-6>
 13. Oramas, J. E. (2017). Counseling Ethics: Overview of Challenges, Responsibilities and Recommended Practices. *Journal of Multidisciplinary Research (1947-2900)*, 9(3), 47–58.
 14. The skills of counseling. Techniques for creating insight. (2016). Microtraining Associates; <https://ezp.waldenulibrary.org/login?url=>.
 15. Hermann-Turner, K. M., Heyward, K. J., & Bailey, C. L. (2019). Community Uprising: Counseling Interventions, Educational Strategies, and Advocacy Tools. *Journal of Counselor Preparation & Supervision*, 12(1), 1–19.

Special Needs Accommodation:

If because of a disability, you require assistance or reasonable accommodations to complete assigned work, speak with me after class or during my office hours. I will work with you on making this course, class activities, and exercise accessible for your full involvement. Support services for students with disabilities is available through the Student Services Office. They can be contacted at (555) 471-6096

Teaching Philosophy

My philosophy on teaching in counselor education is based on lectures, seminars, and experiential learning, where the students can learn the skills and competencies of becoming a counselor educator. As a counselor educator, my role is to teach students to become the best counselors they can be. To achieve this goal, we will integrate the knowledge we have with new knowledge using group discussions, whether online or in person. I believe that each student has unique expertise and experiences to share that will help the group learn from different perspectives.

Integrating technology is a big part of the teaching world today. In my experience, I've learned that it is essential for the teacher and the students to be open to change and learn new things. I want to have some classroom learning and online learning, and I also want to incorporate activities for the student to use their critical thinking skills outside of the textbook. I believe that approaching learning in many different ways will allow students to apply their knowledge as counselors in many other areas.

My cultural identity as a black woman presents unique challenges I will need to overcome. As a student, I was sometimes the only person from a different cultural background, which was difficult because I was always the "other." I learned to embrace my uniqueness and use it to my advantage. I want to bring originality to my teaching style and incorporate the beauty that comes from being different. I am currently the only black female counselor in the

outpatient behavioral health clinic at Walter Reed National Military Medical Center. Before that, I was the only black senior counselor at Crossroads Treatment Centers. Standing out for me meant that I had to stand up for who I am and represent myself well. That is my motivation to become a counselor educator. I want to see more people that look like me excel and know that it didn't matter where you begin, you can still be significant.

References

- West, J. D., Bubbenzer, D. L., Cox, J. A., & McGlothlin, J. M. (Eds). (2013). Teaching in counselor education: Engaging students in learning. Alexandria, VA: American Counseling Association.
- American Counseling Association. (2017). ACA-ACES Syllabus Clearinghouse. Retrieved from <https://www.counseling.org/knowledge-center/clearinghouses/syllabus-clearinghouse>
- Council for Accreditation of Counseling & Related Educational Programs. (2017). 2016 CACREP Standards. Retrieved from <http://www.cacrep.org/for-programs/2016-cacrep-standards>
- Svinicki, M. D., & McKeachie, W. J. (2014). McKeachie's teaching tips: Strategies, research, and theory for college and university teacher (14th ed.). Independence, KY: Cengage Learning.
- Yoo, S. J., & Huang, W. D. (2013). Engaging online adult learners in higher education: motivational factors impacted by gender, age, and prior experiences. *The Journal of Continuing Higher Education*, 61(3), 151–164.
- Remley, T. P., Jr., & Herlihy, B. (2020). Ethical, legal, and professional issues in counseling (6th ed.). Pearson.
- Erford, B. T. (2014). Orientation to the counseling profession (2nd ed). Pearson
- Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: APA.
- Seitz, J. (2019). Syllabus. *New Literary History*, 50(3), 457–460. <https://doi-org.ezp.waldenulibrary.org/10.1353/nlh.2019.0042>
- Svinicki, M. D., & McKeachie, W. J. (2014). McKeachie's teaching tips: Strategies, research, and theory for college and university teacher (14th ed.). Independence, KY