



## Graduate Course Syllabus

### COU 500: The Counseling Profession: Orientation, Identity, and Ethics

Center: Online

#### Course Prerequisites

Advisor registration required

#### Course Description

Study the historical trends that led to the establishment of counseling as a profession (as distinct from other helping professions), the impact of the profession on society, and the importance of ethical decision-making in the counseling process. Explore personal motivations for wanting to become a professional counselor and begin to articulate a personal identity as a member of the counseling profession. Essential questions addressed include, 'how am I as a counselor?', and 'what is the role of the counselor in facilitating/supporting behavior change?'

#### Course Outcomes

- Explain the historical influence and philosophy of the counseling profession as it relates to society
- Interpret licensure and credentialing requirements as they relate to the professional counselor
- Employ appropriate personal and professional self-evaluation strategies for promoting self-care in the counselor role
- Determine ethical standards and legal considerations in professional counseling as they relate to client case conceptualization
- Differentiate between various professional counseling organizations and their benefits for developing a personal identity as a professional counselor

#### Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

**Note:** Be sure to keep your textbook for use with future courses in this program.

#### *Introduction to Professional Counseling*

Varunee Faii Sangganjanavanich and Cynthia Reynolds

Sage

2015

ISBN: 978-1-4522-4070-1

## **Bongo**

The following equipment will be needed to complete the Bongo activities in this course:

- Mac or PC desktop or laptop (not a mobile device or tablet)
- Webcam
- Microphone

For more detailed technical requirements, refer to [this document](#).

## **Diversity, Equity, and Inclusion**

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU’s curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

## **Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor’s answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment’s due date, or within seven days of a late submission.

## Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Start Here Assessment	1	5	5
Discussions	2	35	70
Journals	4	40	160
Quiz	1	10	10
Small Group Discussions	4	35	140
Knowledge Check	1	30	30
Assignment: Developing SMART Goals	1	50	50
Ethical Case Study Analysis Draft	1	50	50
Assignment: Scavenger Hunt	1	50	50
Final Project: Ethical Case Study Analysis	1	235	235
Final Project: Self-Reflection	1	200	200
			<b>Total Course Points: 1,000</b>

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

\* Please refer to the [policy page](#) for information on the incomplete grade process.

## Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

## Weekly Assignment Schedule

Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each week.

For more detailed information view the [Comprehensive Syllabus](#).

### Concept One: Welcome to the Counseling Community

Week One	<i>Introduction to Professional Counseling</i> , Chapters 1, 2, and 3 Start Here Assessment 1-1 Discussion: Welcome to the MA in Counseling Program 1-2 Journal: Personal Strengths 1-3 Quiz: Counseling Handbook and Program Expectations Acknowledgment 1-4 Final Project Review
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### Concept Two: History, Philosophy, and Professional Counseling Identity

Week Two	<i>Introduction to Professional Counseling</i> , Chapter 10 (Read) and Chapter 2 (Review) 2-1 Small Group Discussion: History and Philosophy of Counseling 2-2 Journal: Personal Philosophy 2-3 Knowledge Check
Week Three	<i>Introduction to Professional Counseling</i> , Chapter 10 (Review) 3-1 Assignment: Developing SMART Goals 3-2 Journal: Personal Counselor Identity

### Concept Three: Ethical Standards and Legal Considerations

Week Four	<i>Introduction to Professional Counseling</i> , Chapters 6, 8, and 12 4-1 Small Group Discussion: Ethical Case Study 4-2 Review Ethical Case Study Analysis Draft
Week Five	<i>Introduction to Professional Counseling</i> , Chapter 8 (Review) 5-1 Journal: Reflecting on the Ethical Case Study 5-2 Ethical Case Study Analysis: Work on Draft

### Concept Four: Specialization Licensure and Credentialing

Week Six	<i>Introduction to Professional Counseling</i> , Chapter 8 (Review) 6-1 Small Group Discussion: Licensure and Credentialing in Your State 6-2 Submit Ethical Case Study Analysis Draft
Week Seven	<i>Introduction to Professional Counseling</i> , Chapter 9 7-1 Small Group Discussion: Taking Care of Yourself 7-2 Assignment: Scavenger Hunt

### Concept Five: Final Projects and Reflection

Week Eight	<i>Introduction to Professional Counseling</i> , Chapters 6, 8, and 12 (Review) 8-1 Final Project Submission: Ethical Case Study Analysis
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Week Nine	<i>Introduction to Professional Counseling</i> , Chapter 9 (Review) 9-1 Final Project Submission: Self-Reflection
Week Ten	<i>Introduction to Professional Counseling</i> , Chapters 3 and 12 (Review) 10-1 Discussion: Advocating on Behalf of the Profession

### CACREP Alignment Map

<b>Week 1:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
1-1 Discussion: Welcome to the MA in Counseling Program	2.F.1.b	CO5		Bongo Discussion Rubric
1-2 Journal: Personal Strengths	2.F.1.k; 2.F.1.j; 2.F.5.f	CO3	PO1; PO2	Week #1 Journal Rubric
1-3 Quiz: Counseling Handbook and Program Expectations Acknowledgment				Pass/Fail
1-4 Final Project Review			PO1	Not Graded
<b>Week 2:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
2-1 Small Group Discussion: History and Philosophy of Counseling	2.F.1.a; 5.C.1.a	CO1	PO1	Bongo Discussion Rubric
2-2 Journal: Personal Philosophy	2.F.1.a	CO1	PO3	Week #2 Journal Rubric
2-3 Knowledge Check	2.F.1.a; 5.C.2.k	CO1		Week #2 Knowledge Check Rubric
<b>Week 3:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
3-1 Assignment: Developing SMART goals	2.F.1.j; 2.F.1.k	CO3	PO1; PO2	Week #3 Assignment Rubric
3-2 Journal: Personal Counselor Identity	2.F.1.j; 2.F.1.k	CO5	PO1; PO2	Week #3 Journal Rubric
<b>Week 4:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
4-1 Small Group Discussion: Ethical Case Study	2.F.1.h; 2.F.3.i; 5.C.2.l	CO4	PO1	Bongo Discussion Rubric
4-2 Review Ethical Case Study Analysis Draft			PO1	Not Graded
<b>Week 5:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>

5-1 Journal: Reflecting on the Ethical Case Study	2.F.1.c; 2.F.1.h; 2.F.3.i	CO4	PO1	Week #5 Journal Rubric
5-2 Ethical Case Study Analysis: Work on Draft				Not Graded
<b>Week 6:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
6-1 Small Group Discussion: Licensure and Credentialing in Your State	2.F.1.f; 2.F.1.g	CO2	PO1	Week 6 Intervention Paper Rubric
6-2 Submit Ethical Case Study Analysis Draft	2.F.1.a; 2.F.1.b; 2.F.1.c; 2.F.1.h; 2.F.1.i; 5.C.2.i		PO1	Ethical Case Study Analysis Draft Rubric
<b>Week 7:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
7-1 Small Group Discussion: Taking Care of Yourself	2.F.1.d; 2.F.1.j; 2.F.1.k; 2.F.1.l	CO3	PO1; PO2	Bongo Discussion Rubric
7-2 Assignment: Scavenger Hunt	2.F.1.b; 2.F.1.c; 2.F.1.i; 2.F.1.h	CO5	PO1	Week #7 Scavenger Hunt Rubric
<b>Week 8:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
8-1 Final Project Submission: Ethical Case Study Analysis	2.F.1.a; 2.F.1.b; 2.F.1.c; 2.F.1.h; 2.F.1.i	CO4	PO1	Final Project Ethical Case Study Analysis Rubric
<b>Week 9:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
9-1 Final Project Submission: Self-Reflection	2.F.1.a; 2.F.1.f; 2.F.1.g; 2.F.1.h; 2.F.1.j; 2.F.1.k; 2.F.5.f; 5.C.2.i	CO1; CO3	PO1; PO2	Final Project Self-Reflection Rubric
<b>Week 10:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
10-1 Discussion: Advocating on Behalf of the Profession	2.F.1.a; 2.F.1.c; 2.F.1.d; 2.F.1.e; 2.F.1.f; 2.F.1.g; 2.F.1.h; 2.F.1.j; 2.F.1.i	CO1	PO1	Week #10 Discussion Rubric

### Course Participation

Course participation is required within the first week of the term for all online courses. *Participation* in this context is defined as completing one graded assignment during the first week of the course. Otherwise, students will be administratively removed for nonparticipation. Students who do not participate during the first week may forfeit their rights to be reinstated into the course. Students who stop attending a course after the first week and who do not officially withdraw will receive a grade calculated based on all submitted and missed graded assignments for the course. Missed assignments will earn a grade of zero. See the [course withdrawal policy](#) and the [full attendance policy](#) for further information.

## **Late Assignments**

Students who need extra time may submit assignments (excluding discussion board postings) up to one week after the assignment due date. Discussion board submissions will not be accepted for credit after the deadline except in extenuating circumstances.

- A penalty of 10 percent of the total value of the assignment will be applied to the grade achieved on the late assignment regardless of the day of the week on which the work is submitted.
- Students who submit assignments more than one week late will receive a grade of zero on the assignment unless they have made prior arrangements with the instructor.

Students must submit all assignments no later than 11:59 p.m. (in their own time zone) on the last day of the term. No assignments are accepted after the last day of the term unless an incomplete has been submitted. See the [incomplete grades policy](#).

There may be times an instructor makes an exception to the late assignment policy. Instructors may accept late work, including discussion board posts, with or without prior arrangement.

- Exceptions to the late policy on these grounds are left to the instructor's discretion, including whether the late penalty is applied or waived. Students should not assume that they will be allowed to submit assignments after the due dates.
- If an instructor finds that they are unable to determine whether an exception to the late policy would be appropriate without documentation, the collection and review of student documentation should be handled through the Dispute Resolution team in order to protect the student's privacy. In these cases, students should file a [Student Concern Dispute form](#) to have the circumstances reviewed.

If a student is experiencing (or knows they will experience) a circumstance, including pregnancy, that is protected under the Americans with Disabilities Act or Title IX, they are encouraged to contact the [Online Accessibility Center \(OAC\)](#) as soon as possible to explore what academic accommodations might be offered. Instructors must honor all deadlines established through the OAC.

## **Student Handbook**

Review the [student handbook](#).

## **ADA/504 Compliance Statement**

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted the [ADA/504 Grievances Policy](#) (version 1.2 effective October 16, 2017), providing for prompt and equitable resolution of complaints regarding any action prohibited by Section 504 or the ADA.

For further information on accessibility support and services, visit the [Disability and Accessibility Services](#) webpage.

**Academic Integrity Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic integrity policy](#).

**Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

**Withdrawal Policy**

Review the [full withdrawal policy](#).

**Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).