# Course Description

This course acquaints school, clinical mental health, and college counseling/student affairs counselor trainees with their profession’s historical and philosophical foundations, current counselor roles and functions, their professional counselor organizations, professional accreditation regulations, license, certification and professional preparation standards and guidelines, self-care strategies, advocacy, and counselor professional expectations. Students will demonstrate a competence in applying the ethical and legal codes in their field of concentration.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Establish a counseling identity. (ULO1, 3, 4, 5)
* **PLO2:** Exhibit a strong consistent counseling disposition. (ULO1, 3, 4, 5)
* **PLO3:** Demonstrate proficiency in counseling knowledge and skills as outlined in the 2016 CACREP Standards as applicable to each student concentration area. (ULO1, 2, 3, 4, 5)
* **PLO4:** Demonstrate a multicultural sensitivity, knowledge and competency. (ULO1, 3, 5)
* **PLO5:** Implement the ethical guidelines of the American Counseling Association and its divisions in all counseling practice. (ULO2, 3, 4)
* **PLO6:** Use evidence-based intervention and assessment techniques. (ULO2,4)
* **PLO7:** Articulate the necessity of counseling advocacy and engage in advocacy activities with regard to the Mercy tradition. (ULO5)
* **PLO8:** Engage in life-long learning. (ULO1, 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Integrate their specific counseling concentration’s historical, philosophical, and professional roles and responsibilities into their own identity as a professional counselor. (PLO 1, 2, 8)
* **CLO2:** Design an education plan that meets the professional preparation standards in the field of clinical mental health, school, and higher education/student affairs counseling. (ASCA, CACREP, ACA., etc.). (PLO 1, 2, 3, 6)
* **CLO3:** Become engaged in self-care activities, emerging professional issues, and support of public policy and counseling advocacy activities that address barriers to human growth and development. (PLO 1, 4, 7, 8)
* **CLO4:** Correctly analyze and implement the ACA and ASCA ethical standards and other legal statutes as appropriate to their counseling concentration. (PLO 3, 5)

**Competencies and Outcomes Addressed**

**CACREP Standards:**

* **1-a:** history and philosophy of the counseling profession and its specialty areas
* **1-b:** the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
* **1-c:** counselors’ roles and responsibilities as members of interdisciplinary community
* outreach and emergency management response teams
* **1-d:** the role and process of the professional counselor advocating on behalf of the
* profession
* **1-e:** advocacy processes needed to address institutional and social barriers that impede
* access, equity, and success for clients
* **1-f:** professional counseling organizations, including membership benefits, activities,
* services to members, and current issues
* **1-g:** professional counseling credentialing, including certification, licensure, and
* accreditation practices and standards, and the effects of public policy on these issues
* **1-i:** ethical standards of professional counseling organizations and credentialing bodies,
* and applications of ethical and legal considerations in professional counseling
* **1-k:** strategies for personal and professional self-evaluation and implications for practice
* **1-l:** self-care strategies appropriate to the counselor role
* **1-a:** history and development of clinical mental health counseling
* **2-k:** professional organizations, preparation standards, and credentials relevant to the
* practice of clinical mental health counseling
* **2-l:** legal and ethical considerations specific to clinical mental health counseling**1-a:** history and development of college counseling and student affairs
* **1-c:** organizational, management, and leadership theories relevant in higher education
* settings**2-a:** roles and settings of college counselors and student affairs professionals
* **2-b:** roles of college counselors and student affairs professionals in relation to the
* operation of the institution’s emergency management plan, and crises, disasters, and
* trauma
* **2-o:** professional organizations, preparation standards, and credentials relevant to the
* practice of counseling in higher education settings
* **2-p:** legal and ethical considerations specific to higher education environments
* **2-l:** professional organizations, preparation standards, and credentials relevant to the
* practice of school counseling
* **2-n:** legal and ethical considerations specific to school counseling

**PDE Standards:**

* **IA-1:** Understand the history and philosophy of the counseling profession in general and school counseling in particular, including significant factors and events;
* **IA-3:** Understand national student standards in the areas of academic, career, and personal/social development;
* **IA-4:** Understand the role, function and professional identity of the school counselor as a facilitator of the academic, career, and personal/social development of all students, and as a leader and advocate for systemic change within the school;
* **IA-5:** Understand the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school as well as other human service providers;
* **IA-6:** Understand how professional organizations provide benefits and services to support the work of the school counselor;
* **IA-7:** Understand professional credentialing, including certification, licensure, accreditation practices and standards.
* **IB -1:** Are knowledgeable about the ethical standards of American School Counselor Association, and related entities; as well as their application in school counseling and the academic, career, and personal/social development of all students;
* **IC-1:** Understand the cultural, ethical, economic, legal and political issues surrounding diversity, equity, and excellence in terms of student learning;
* **ID-1:** Understand the relationship of the school counseling program to the academic mission of the school;
* **IVA-1:** Know roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
* **IVB-1:** Know the roles and processes of school counselors advocating on behalf of others;
* **IVC-2:** Understand the school counselor’s role as a leader in the school;
* **IVC-5:** Understand the role and function of the school counselors in school improvement efforts;
* **IVC-7:** Understand the leadership skills needed to facilitate the development of effective, targeted professional development for school personnel.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

**Self-Disclosure:** As is common in most graduate Counseling courses, there will be opportunities in this class to talk about yourself and share personal thoughts, feelings, opinions, ideas, and experiences both in the online exercises and during the residency. You are in charge of monitoring your own level of comfort in self-disclosure. You will not be expected to disclose more about yourself than you choose to share. In the same respect, self-disclosure is a process that must be used with discretion and specific to course content and discussion. It should not detract from the lesson plan or normal group process related to course learning. Although this course may be therapeutic for some students, it is not intended to serve the purpose of therapy.

**Student Distress:** If any of our class topics trigger past trauma or present distress for you, please reach out to a helping professional for support. I will be happy to give you a referral as needed, just ask.

**Confidentiality:** Both the instructor and students will need to protect the confidentiality of persons who may be described in various aspects of this course. Please practice discretion at all times. Caution: Descriptions may reveal more than names do. Your comments are not confidential where state law requires the reporting of threats of harm, violence, or child abuse and neglect (from evidence or suspicion), and when information is subpoenaed by the courts.

# Required Course Materials

Neukrug, E. S. (2017). *A brief orientation to counseling: professional identity, history, and standards* (2nd ed.) Boston, MA: Cengage Learning.

ISBN: 978-1305669055

Welfel, E. R. (2016). *Ethics in counseling & psychotherapy* (6th ed.) Boston, MA: Cengage Learning.

ISBN: 978-1305089723

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Guidance, Counseling, and Psychotherapy | 30 |  |
| Discussion: Professional Organizations | 30 |  |
| Journal: Role of the Counselor | 40 |  |
| Develop a Self-Care Plan | 40 |  |
| Pre-Practicum Assignment: Counselor’s Information | 5 |  |
| **Week 2** |  |  |
| Discussion: Shaping the Field of Counseling | 30 |  |
| Discussion: Current Trends | 30 |  |
| Future Trends Paper | 60 |  |
| **Week 3** |  |  |
| Discussion: Cultural Competence | 30 |  |
| Discussion: Unethical Practices | 30 |  |
| Week 3 Ethical Decision Making Case Study | 45 |  |
| **Week 4** |  |  |
| Discussion: Informed Consent | 30 |  |
| Pre-Practicum Journal: Confidentiality Interview | 40 |  |
| Week 4.1 Ethical Decision Making Case Study | 45 |  |
| Week 4.2 Ethical Decision Making Case Study | 45 |  |
| **Week 5** |  |  |
| Discussion: Code of Ethics of Sexual Misconduct | 30 |  |
| Discussion: Dual Relationships | 30 |  |
| Pre-Practicum Journal: Sexual Misconduct and Multiple Relationships Interview | 40 |  |
| Week 5.1 Ethical Decision Making Case Study | 45 |  |
| Week 5.2 Ethical Decision Making Case Study | 45 |  |
| **Week 6** |  |  |
| Discussion: Web-Based Services | 30 |  |
| Blog: Legal and Ethical Issues | 30 |  |
| Pre-Practicum Journal: Ethical Issue Review Interview | 40 |  |
| **Week 7** |  |  |
| Discussion: Course Reflection | 30 |  |
| Pre-Practicum Journal: Process of Advocacy Interview | 40 |  |
| Self-Care Plan Evaluation | 40 |  |
| Self-Evaluation Plan | 70 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Foundations of Professional Counseling** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Distinguish counseling from guidance and psychotherapy. | | CLO 1 | |
| * 1. Differentiate between school counseling, mental health counseling, and college and student affairs. | | CLO 1 | |
| * 1. Explain the benefits of participating in professional organizations. | | CLO 1, 3 | |
| * 1. Distinguish the characteristics of an effective counselor. | | CLO 2 | |
| * 1. Create a self-care plan. | | CLO 2 | |
| * 1. Identify your state’s licensure and certification requirements. | | CLO 2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard, as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least 1 substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, located on Blackboard. | |  |  |
| **Readings**  **Read** Ch. 1–3 & 8 of *A Brief Orientation to Counseling: Professional Identity, History, and Standards*. | | 1.1-1.5 |  |
| **Pre-Practicum Experience Journal Assignments Preparation**  For this course, you are expected to complete 6 hours of pre-practicum experience. For this experience, you are to find a counselor you can shadow and observe in their daily work activities. You want to use this experience to learn as much as you can about the role of the counselor and their duties.  Make sure to use the pre-practicum time sheet to document your hours (must be signed by the counselor you are observing).  **Review** the Pre-Practicum Field Experience Log.  You will be expected to report on your observations in several journal assignments for this course:   * Week Four: Confidentiality Interview * Week Five: Multiple Relationships Interview * Week Six: Ethical Issues Review Interview * Week Seven: Advocacy Interview   *Note:* Review these journal assignments now so you know some of the discussions you should be having with the counselor you observe.  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | Course |  |
| **Icebreaker Activity**  Welcome to the first week of the course!  **Create** a wall on Padlet (<http://padlet.com/>) to introduce yourself to your classmates.  **Post** your interests and hobbies, what you love most about education, and your professional goals. Include a short description with each image.  **Post** a link to your Padlet wall to the Icebreaker Activity discussion forum by Thursday.  *Note:* For information on how to create and post to a Padlet Wall, review the Tutorials section. | | Course |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Guidance, Counseling, and Psychotherapy**  **Review** Figure 1.1, “Guidance, Counseling, and Psychotherapy Continuum,” on p. 5 of *A Brief Orientation to Counseling: Professional Identity, History, and Standards*.    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * Define *counseling*, and identify how it differs from guidance and psychotherapy. Post any questions or thoughts you have about the differences between guidance, counseling, and psychotherapy.   **Review** all the posts, and **respond** to 3 of your classmates’ posts, responding to their questions, thoughts, and definition. Discuss any items you agree or disagree with, providing examples to support your stance by 11:59 p.m. (EST) on Sunday. | | 1.1 | Discussion = **1 hour** |
| **Discussion: Professional Organizations**  **Review** [Dr. Robert Masson on the value of joining professional organizations](https://youtu.be/W-wCK5Jd6Ug).  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * Identify a professional organization within your concentration. List the requirements of being a member. What are the benefits of participating in professional organizations? How do these benefits align with your professional goals?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 1.3 | Discussion = **1 hour** |
| **Journal: Role of the Counselor**  **Resources:**   * [American Counseling Association (ACA)](https://www.counseling.org/) * [American Mental Health Counselors Association (AMHCA)](http://www.amhca.org/home) * [American School Counselor Association (ASCA)](https://www.schoolcounselor.org/) * [ACPA College Student Educators International](http://www.myacpa.org/)   **Write** a journal entry discussing the following:   * Distinguish between school counseling, mental health counseling, and college and student affairs. * Your state’s certification requirements for becoming a school counselor * Your state’s requirements for becoming a licensed professional counselor * Which concentration you have chosen and why * Identify the 9 characteristics of being an effective counselor * Which characteristics do you relate to the most? * Which characteristics will be the most challenging for you?   **Submit** your journal entry by 11:59 p.m. (EST) on Sunday. | | 1.2, 1.4, 1.6 | Journal = 1 hour |
| **Develop a Self-Care Plan**  Emotional exhaustion is a frequent problem for counselors and therapists. This exercise will teach you to be proactive and reflective about managing your emotional stress. You should not reveal personal information about yourselves, but rather focus on attend to the coping activities you believe will be helpful. Develop and implement a plan to use regularly to manage stress.  This week, you will develop a plan and contract for self-care during the rest of the course. Ideally, this plan should contain a set of specific activities you believe will help you cope with the pressures of graduate school without suffering from significant levels of emotional exhaustion.  In Week’s 2–6, you will engage in the self-care activities from your plan.  In Week 7, you will submit the list of self-care activities you engaged in throughout the course, along with a brief evaluation of their effectiveness.  **Submit** your self-care plan by 11:59 p.m. (EST) on Sunday. | | 1.5 |  |
| **Pre-Practicum Assignment: Counselor’s Information**  **Submit** the following information to your instructor in a Word document no later than 11:59 p.m. EST on Sunday:   * Counselor’s name * Counselor’s contact information (phone/e-mail) * Name of counselor’s school * Name of counselor’s school district   *Note:* If there is any reason you will not be able to supply this information by the end of Week 1, contact your instructor immediately. | | Course |  |
| **Total** |  |  | **4 hours** |

# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**Discussion Forums:** To create a deeper level of discussion, each Friday post a starter thread labelled *Feedback* in each discussion forum. This will ensure that feedback provided by students to their classmates will appear in one discussion thread as opposed to single discussions occurring in isolation. The following directions should be added to the Feedback discussion starter thread:

Click *Reply* to add your feedback, replies, and commentary

At the start of the course, post the following announcement to students letting them know to post to the starter thread for their responses to classmates:

**Announcement**: Additional Discussion Question information

Class,

You will post your initial discussion post in the discussion forum. To create a deeper level of discussion amongst ourselves, I will be posting a discussion starter thread each Friday for you to post your required responses to your classmates.

**Develop a Self-Care Plan assignment:** Post weekly announcements reminding students to be working on this assignment each week of the course and answer any questions they might have regarding the assignment.

**Pre-Practicum Experience Journal Assignments:** Post weekly announcements giving students a heads up about these assignments, so they are keeping them in mind as they complete their hours and answer any questions they might have regarding these assignments.

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| Week Two: History, Issues, and Future Trends | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Summarize the historical foundations of the counseling profession. | | CLO 1 | |
| * 1. Identify trends in counseling. | | CLO 3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 5 & 6 of *A Brief Orientation to Counseling: Professional Identity, History, and Standards*. | | 2.1, 2.2 |  |
| **Website Review**   * [ACA: Our History](https://www.counseling.org/about-us/about-aca/our-history) * [History of Counselling & Psychotherapy](http://counsellingresource.com/types/history/index.html)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 2.1 | Website review = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Shaping the Field of Counseling**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * If you had to choose the 3 most influential events to shape the field of counseling, what would they be? Why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 2.1 | Discussion = **1 hour** |
| **Discussion: Current Trends**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * **Review** [THE LATEST NEWS FROM ACA](https://www.counseling.org/news/updates). * **Choose** a news item from this page that is no more than 6 months old, and discuss how it impacts the practice.     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 2.2 | Discussion = **1 hour** |
| **Future Trends Paper**  **Select** an issue you think impacts the future of counseling, such as crisis, disaster and trauma counseling, life-coaching, genetic counseling, multiculturalism, technology, gatekeeping, advocacy, mentoring and leadership, or professional unity. (These are only examples.)  **Write** a 1,050- to 1,400-word paper that analyzes how this issue will impact the future of counseling.  **Include** how you think this issue will affect you as a counselor and recommendations for managing the changes associated with this issue.  **Format** your paper according to APA requirements.  **Submit** your paper by 11:59 p.m. (EST) on Sunday. | | 2.2 |  |
| **Total** |  |  | **3 hours** |

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| --- | --- | --- | --- |
| Week Three: Introduction to Ethics; Multicultural Competence | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate between ethics and values. | | CLO 4 | |
| * 1. Analyze the process of making ethical decisions. | | CLO 4 | |
| * 1. Identify multicultural competence. | | CLO 4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 9 & 10 of *A Brief Orientation to Counseling: Professional Identity, History, and Standards* * Ch. 1–4 of *Ethics in Counseling & Psychotherapy* * [2014 ACA Code of Ethics](https://www.counseling.org/resources/aca-code-of-ethics.pdf): All concentrations need to become familiar with this material throughout this course. * [ASCA Ethical Standards for School Counselors](https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf): School Counseling concentration students need to become familiar with this material throughout this course. * [ACPA College Student Educators International Statement of Ethical Principles & Standards](http://www.myacpa.org/sites/default/files/Ethical_Principles_Standards.pdf): College and Student Affairs concentration students need to become familiar with this material throughout this course. | | 3.1-3.3 |  |
| **Video**  **Watch** [Multicultural Competence](https://youtu.be/M-Csv40dUXs) (19:45).  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 3.3 | Video = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Cultural Competence**  **Read** the following sections in the [2014 ACA Code of Ethics](https://www.counseling.org/resources/aca-code-of-ethics.pdf):   * A.2.c, A.10.e, A.11.a * B.1.a, B.5.b * C.2.a * E.5.b, E.8, E.9a * F.2.b, F.7.c, F.11.b, F.11.c * H.5.d     **Respond** to only 1 of the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * How should a counselor respond when a colleague makes an insensitive or ignorant statement related to multicultural counseling? What are the best ways to proceed without alienating the colleague or sidestepping the problem? * Do you believe that counseling is still as culturally encapsulated as it was 10 or even 20 years ago? How much more progress is there to be achieved? Because it is probably impossible to enter into a bias-free profession, how much progress should the profession be satisfied with?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 3.3 | Discussion = **1 hour** |
| **Discussion: Unethical Practices**  **Keiss Library Resources:**     * [A-Z Databases](http://gmercyu.libguides.com/az.php) * [Newspapers](http://gmercyu.libguides.com/Newspapers)   It’s time to gain a first-hand understanding of the kinds of unethical practice that make the news.  **Locate** a current (within the past 12 months) article or news video relating to unethical practice by mental health professionals.  **Write** a 350-word summary of findings and address the following:   * Discuss whether professionals should always place professional ethics ahead of all other values. * Discuss situations where it might be better to give precedence to other values. * Should professionals be asked to place ethical standards ahead of job security? Provide examples.   **Include** a link to your article or news video.  **Post** your summary by Thursday 11:59 p.m. (EST).  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 3.1 | Discussion = **1 hour** |
| **Week 3 Ethical Decision Making Case Study**  **Resource:** [2014 ACA Code of Ethics](https://www.counseling.org/resources/aca-code-of-ethics.pdf)  **Review** Figure 2.1, “A Model for Ethical Decision Making,” on p. 31 of *Ethics in Counseling & Psychotherapy.*  **Complete** [A Model for Ethical Decision Making](http://media.gmercyu.edu/cns505/a-model-of-ethical-decision-making/story_flash.html).  **Download** and save the PDF with your answers.  **Write** an analysis of this case study addressing the following:   * How you would use the decision-making model from the text to address the ethical issues * Your recommendations for the client   **Submit** your analysis and PDF from the activity by 11:59 p.m. (EST) on Sunday. | | 3.2 | Case study = 3 hours |
| **Total** |  |  | **6 hours** |

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| Week Four: Confidentiality and Informed Consent | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate between appropriate and inappropriate confidentiality practices. | | CLO 4 | |
| * 1. Analyze the codes of ethics of informed consent. | | CLO 4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 5 & 6 of *Ethics in Counseling & Psychotherapy* * [2014 ACA Code of Ethics](https://www.counseling.org/resources/aca-code-of-ethics.pdf): All concentrations need to become familiar with this material throughout this course. * [ASCA Ethical Standards for School Counselors](https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf): School Counseling concentration students need to become familiar with this material throughout this course. * [ACPA College Student Educators International Statement of Ethical Principles & Standards](http://www.myacpa.org/sites/default/files/Ethical_Principles_Standards.pdf): College and Student Affairs concentration students need to become familiar with this material throughout this course. | | 4.1, 4.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Informed Consent**    **Review** the ACA code of ethics and the code of ethics for your specific concentration.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * By informing the client of the consequences of disclosing child or elder abuse prior to counseling, are counselors reducing the likelihood of hearing about such problems and thereby limiting their potential to help those who may be suffering maltreatment? If so, should the responsibility of protecting those who cannot protect themselves from harm override the client's right to informed consent?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 4.1 | Discussion = **1 hour** |
| **Pre-Practicum Journal: Confidentiality Interview**  Because the codes give relatively little guidance about how to handle confidentiality with teenagers,  survey practitioners who work with adolescents about their approach to confidentiality with this age group. What things have they told or would they tell parents about and how they deal with parents at the initial stage of counseling. Be very specific with practitioners, asking them, for example, exactly how much drug experimentation do they believe demands parental notification, or how they might respond to a teen who has run away from a conflict-ridden home.  **Write** a summary of your findings and a reflection summarizing how you will handle confidentiality with teenagers.  **Submit** your interview summary and reflection by 11:59 p.m. (EST) on Sunday. | | 4.1 | Journal = 1 hour |
| **Week 4.1 Ethical Decision Making Case Study**  **Review** Figure 2.1, “A Model for Ethical Decision Making,” on p. 31 of *Ethics in Counseling & Psychotherapy.*  Jeremiah is counseling a 15-year-old boy named Glen. The boy's stepmother initiated counseling primarily because she was concerned about his immaturity and lack of emotional expression. Glen’s mother died when he was 10, but in his stepmother’s and father’s opinion, the boy didn’t seem to go through a normal grieving process or deal with his feelings of loss. His father remarried 6 months ago. The blended family seems to be going rather smoothly, to their surprise, but Glen still acts more like a fifth-grader than a teenager. The parents thought counseling would help, and Glen agreed, though he was not enthusiastic. At the initial stage of counseling Jeremiah explained informed consent to the family, and the parents agreed to a large portion of confidentiality for Glen’s sessions. One day the parents came to Jeremiah’s office (without Glen) and showed him Glen’s diary from the time when his mother died. They found it accidentally when cleaning the attic. They debated about whether they should read it and decided that they should. They brought it to Jeremiah because they think it might be helpful in counseling. Jeremiah agreed and read the diary. He found some useful information that he believes made him a better counselor for Glen. Jeremiah never told Glen that he or Glen’s parents read the diary.  **Write** an analysis of this case study addressing the following:   * How you would use the decision-making model from the text to address the ethical issues * Your recommendations for the client   **Submit** your analysis from the activity by 11:59 p.m. (EST) on Sunday. | | 3.2, 4.1 | Case study = 3 hours |
| **Week 4.2 Ethical Decision Making Case Study**  **Review** Figure 2.1, “A Model for Ethical Decision Making,” on p. 31 of *Ethics in Counseling & Psychotherapy.*  MaryAnn is an intern who routinely explains her training status to all clients, obtains permission for audio recording, and informs clients that she is required to discuss her counseling cases with her supervisor and that her supervisor will sometimes listen to the recordings. Clients who do not wish to accept this arrangement are referred to other professionals in the agency. With difficult clients, MaryAnn’s supervisor sometimes listens in while the session is in progress, in an adjacent office wired for that purpose. MaryAnn does not inform clients about this simultaneous supervision when it occurs, because she and her supervisor believe the prior consent procedures are sufficient to cover this arrangement.  **Write** an analysis of this case study addressing the following:   * How you would use the decision-making model from the text to address the ethical issues * Your recommendations for the client   **Submit** your analysis from the activity by 11:59 p.m. (EST) on Sunday. | | 3.2, 4.2 | Case study = 3 hours |
| **Total** |  |  | **8 hours** |

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| Week Five: Sexual Misconduct and Multiple Relationship Ethics | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the codes of ethics of sexual misconduct | | CLO 4 | |
| * 1. Distinguish between appropriate and inappropriate relationships | | CLO 4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 7 & 8 of *Ethics in Counseling & Psychotherapy* * [2014 ACA Code of Ethics](https://www.counseling.org/resources/aca-code-of-ethics.pdf): All concentrations need to become familiar with this material throughout this course. * [ASCA Ethical Standards for School Counselors](https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf): School Counseling concentration students need to become familiar with this material throughout this course. * [ACPA College Student Educators International Statement of Ethical Principles & Standards](http://www.myacpa.org/sites/default/files/Ethical_Principles_Standards.pdf): College and Student Affairs concentration students need to become familiar with this material throughout this course. | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Code of Ethics of Sexual Misconduct**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * Do you think there should be a rule regarding sexual contact with former students and supervisees? If so, what should it say? Apply ACA and your specific concentrations code of ethics to the scenario.     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 5.1 | Discussion = **1 hour** |
| **Discussion: Dual Relationships**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * If a person with whom a counselor or therapist has had a personal relationship approaches that professional for therapeutic help, when, if ever, is it ethical for the professional to begin a counseling relationship? For example, if a friend from college asks for therapy, can you agree to that? Why or why not?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 5.2 | Discussion = **1 hour** |
| **Pre-Practicum Journal: Multiple Relationships Interview**  **Review** [2014 ACA Code of Ethics](https://www.counseling.org/resources/aca-code-of-ethics.pdf).  **Record** your answers and your pre-practicum counselor’s answers to the following:   * Research shows that mental health professionals are divided in their view of multiple relationships. Some see it as unequivocally unethical; others see it as permissible under some circumstances. Where do you stand, and if you think it permissible at any time, under what circumstances would you allow it?   **Compare** your answers to your pre-practicum counselor’s answers, highlighting the similarities and differences, and **discuss** what you learned from this interview.  **Submit** your answers to the questions, your pre-practicum counselor’s answers to the questions and your comparison by 11:59 p.m. (EST) on Sunday. | | 5.1 | Journal = 1 hour |
| **Week 5.1 Ethical Decision Making Case Study**  **Review** Figure 2.1, “A Model for Ethical Decision Making,” on p. 31 of *Ethics in Counseling & Psychotherapy.*  Jacqueline is a child therapist whom Louis contacted 9 months ago. Louis is the father of four children, and he was widowed almost a year ago. Jacqueline met with Louis twice and with each of the children for short periods. Louis asked Jacqueline to assess the children’s mental health after the loss of their mother. At that time, she referred the children who needed support to other therapists because she was about to take a medical leave of absence for surgery. In the two sessions that Louis had with Jacqueline, conversation focused on the children’s needs because Louis indicated he was seeing another counselor to help him deal with his grief. Currently, both the children and Louis are doing well. Today, Louis called Jacqueline and asked her to have lunch with him. Jacqueline was delighted to accept because she found Louis to be a fascinating man.  **Write** an analysis of this case study addressing the following:   * How you would use the decision-making model from the text to address the ethical issues * Your recommendations for the client   **Submit** your analysis from the activity by 11:59 p.m. (EST) on Sunday. | | 3.2, 5.1 | Case study = 3 hours |
| **Week 5.2 Ethical Decision Making Case Study**  **Review** Figure 2.1, “A Model for Ethical Decision Making,” on p. 31 of *Ethics in Counseling & Psychotherapy.*  Korina is a licensed counselor in a rural part of the state. Her neighbor, Janine, who lives about a half-mile down the road, calls her office for an appointment. Janine appears to be depressed, having great difficulty coping after the death of her husband in a farm accident 8 months ago. Her response seems well beyond a normal grief reaction. Korina is not close friends with Janine, but they occasionally attend the same social functions, and Korina did go to Janine’s husband’s funeral. Over the 10 years Korina has lived in this town, she has been in Janine’s house twice. If Janine is driving down the road while Korina is outside in the yard, she usually stops the car to chat for a few minutes. Many years ago, Korina’s children sometimes played with Janine’s. Because Korina is the only licensed female mental health professional in town, she accepts Janine as her client despite the social connections.  **Write** an analysis of this case study addressing the following:   * How you would use the decision-making model from the text to address the ethical issues * Your recommendations for the client   **Submit** your analysis from the activity by 11:59 p.m. (EST) on Sunday. | | 3.2, 5.2 | Case study = 3 hours |
| **Total** |  |  | **9 hours** |

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| Week Six: Community, School, and Student Affairs Ethics | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Discuss strategies for addressing ethical issues. | | CLO 4 | |
| * 1. Differentiate between legal and ethical issues. | | CLO 4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 12–14 of *Ethics in Counseling & Psychotherapy* * [2014 ACA Code of Ethics](https://www.counseling.org/resources/aca-code-of-ethics.pdf): All concentrations need to become familiar with this material throughout this course. * [ASCA Ethical Standards for School Counselors](https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf): School Counseling concentration students need to become familiar with this material throughout this course. * [ACPA College Student Educators International Statement of Ethical Principles & Standards](http://www.myacpa.org/sites/default/files/Ethical_Principles_Standards.pdf): College and Student Affairs concentration students need to become familiar with this material throughout this course. | | 6.1-6.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Web-Based Services**  **Review** [ACA Code of Ethics Section H](https://www.counseling.org/resources/aca-code-of-ethics.pdf).  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * Locate 2 to 3 mental health professionals online who are offering web-based clinical services for a fee. * Compare the content of their websites with the NBCC Standards for Web Counseling. * Determine the degree of compliance of the site with these standards. * What are the merits and liabilities of offering counseling services via electronic communication? * Include links to the websites you reviewed in your post.     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 6.2 | Discussion = **1 hour** |
| **Blog: Legal and Ethical Issues**    **Respond** to only one of the following questions for your assigned concentration by 11:59 p.m. (EST) on Sunday. Provide specific examples to support your answers:     * Those in the mental health and college and student affairs concentrations should answer the following: Modern society's emphasis on respect for individual freedom and autonomy means that some people who might benefit from hospitalization for their mental illness do not receive it, because they do not voluntarily obtain it or because they do not meet the stringent criteria for involuntary hospitalization. In parallel fashion, people who might benefit from psychotropic medication do not get it because it can be administered involuntarily under very limited circumstances. If you were the member of a legislature or other body that was debating legal ways to force people to be hospitalized or to take medication, what position would you take in that debate? How would you justify your views? * Those in the school counseling track should answer the following: School counselors are now being held legally liable for their actions, especially in regard to students who are dangerous to themselves or others, but also when they fail to advise students properly about educational matters. At the same time, school systems give counselors huge student caseloads that frequently make it impossible for them to do their jobs in the way they would like. What practical steps can school counselors take to meet their legal and ethical responsibilities to students in light of these caseloads? | | 6.2 | Blog = **1 hour** |
| **Pre-Practicum Journal: Ethical Issue Review Interview**  **Locate** a journal article published within the last 5 years relating to an ethical issue in your selected concentration.  **Discuss** the ethical issue with your pre-practicum counselor you are observing, and **determine** how he or she deals with the issue.  **Write** a summary that includes the following:   * A link to the article * Identify the ethical standards discussed in the article. * Explain how your pre-practicum supervisor dealt with this ethical issue. * Explain how these standards impact the field of counseling, with a focus on your concentration. * Explain any recommendations made in the article and by the counselor you are observing for improving ethical practices in counseling related to this issue.   **Submit** your summary by 11:59 p.m. (EST) on Sunday. | | 6.1 | Journal = 1 hour |
| **Total** |  |  | **3 hours** |

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| Week Seven: Advocacy; Self-Evaluation | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the advocacy process. | | CLO 3 | |
| * 1. Explain the importance of accountability in the counseling profession. | | CLO 1, 3 | |
| * 1. Identify a self-evaluation plan. | | CLO 2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * [2014 ACA Code of Ethics](https://www.counseling.org/resources/aca-code-of-ethics.pdf): All concentrations need to become familiar with this material throughout this course. * [ASCA Ethical Standards for School Counselors](https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf): School Counseling concentration students need to become familiar with this material throughout this course. * [ACPA College Student Educators International Statement of Ethical Principles & Standards](http://www.myacpa.org/sites/default/files/Ethical_Principles_Standards.pdf): College and Student Affairs concentration students need to become familiar with this material throughout this course. * [Advocacy in Action](https://ct.counseling.org/2014/04/advocacy-in-action/) * [ACA Advocacy Competency Domains](https://www.counseling.org/Resources/Competencies/Advocacy_Competencies.pdf) * [Becoming an Advocate: Processes and Outcomes of a Relationship-Centered Advocacy Training Model](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=128656726&site=eds-live) * [Enacting Social Justice Through the Advocacy Competencies](https://www.counseling.org/docs/default-source/vistas/article_617d5a22f16116603abcacff0000bee5e7.pdf?sfvrsn=4)     **Review** “The Advocacy Competencies” on pp. 156 & 157 of *A Brief Orientation to Counseling: Professional Identity, History, and Standards*. | | 7.1-7.4 |  |
| **Program Evaluation**  **Read** the following article:   * [Sink, C. A. (2009). School counselors as accountability leaders: another call for action. *Professional School Counseling*, *13*(2), 68–74](http://asca.dev.networkats.com/asca/media/asca/LeadershipSpecialist/SchoolCounselorsAsAccountabilityLeaders.pdf). | | 7.2 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide a recap of the course and will allow you to reflect on the concepts covered in this course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | COURSE | Adobe Connect: Synchronous activity with instruction and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Course Reflection**  **Reflect** on the concepts covered in the preceding weeks of this course.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What have you learned from the course? * What information have you found most valuable? * What questions do you have about topics covered in this course?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | Course | Discussion = **1 hour** |
| **Pre-Practicum Journal: Process of Advocacy Interview**  Counseling versus Advocacy, it used to be that one would rarely advocate for a client outside of the counseling session. Today, it is sometimes suggested as the appropriate and ethical way to respond.  **Ask** your pre-practicum counselor the following questions, and **record** his or her answers:   * When do you think such advocacy may be appropriate? Be specific. * How might advocating for a client detract from the counseling relationship? * How might it increase the mental health of the client?   **Reflect** on all observations and discussions you have had with the counselor you observed during your pre-practicum experience during this course.  **Write** an analysis of what is important—counseling or advocacy. Include whether one should be doing counseling, advocacy, or a combination of the two.  **Submit** your pre-practicum counselor responses and analysis by 11:59 p.m. (EST) on Sunday. | | 7.1 | Journal = 1 hour |
| **Self-Care Plan Evaluation**  Emotional exhaustion is a frequent problem for counselors and therapists. This exercise will teach you to be proactive and reflective about managing your emotional stress. You ought not to reveal personal information about yourselves, but rather focus on attend to the coping activities you believe will be helpful and develop and implement a plan to use them regularly to manage stress.  **Write** a list of self-care activities you engaged in throughout the course, along with a brief evaluation of their effectiveness.  **Submit** your self-care plan evaluation by 11:59 p.m. (EST) on Sunday. | | 1.5 | Guided project = 7 hours (1 hour for each week of the course) |
| **Self-Evaluation Plan**  **Complete** Activity 3.1, “Assessing Your Self Through the Indivisible Self Model,” on p. 38 of *A Brief Orientation to Counseling: Professional Identity, History, and Standards*.  **Write** a self-evaluation plan addressing the following:   * Areas you want to address in your life * Ways you can better yourself in any of the primary or subfactors for which your scores seem problematic   **Submit** your self-evaluation plan by 11:59 p.m. (EST) on Sunday. | | 7.3 | Reflective paper = 1 hour |
| **Total** |  |  | **11 hours** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 3 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 3 |
| Supplemental |  |
| **Week 3** |  |
| Required | 6 |
| Supplemental |  |
| **Week 4** |  |
| Required | 8 |
| Supplemental |  |
| **Week 5** |  |
| Required | 9 |
| Supplemental |  |
| **Week 6** |  |
| Required | 3 |
| Supplemental |  |
| **Week 7** |  |
| Required | 10 |
| Supplemental | 1 |
|  |  |
| **Total Required Hours** | 42 |
| **Total Supplemental Hours** | 2 |
| **Total Hours** | 44 |