

**SOUTHEAST MISSOURI STATE UNIVERSITY**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**  
*COURSE SYLLABUS*

Title of Course: **Counseling Orientation and Ethics (3 cr)**

Course No. **CP 610**

*Revised Spring 2019*

Semester:

Instructor: Kirsten LaMantia, Ph.D., LPC

Office:

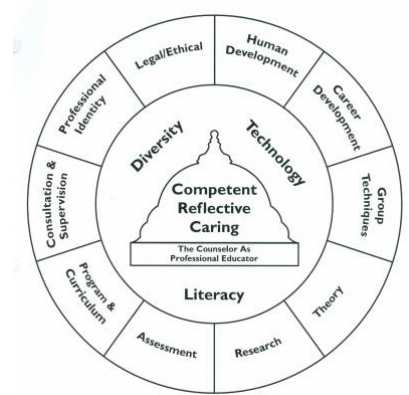
E-mail:

Office Hours:

Class Room:

Class Times:

Website: Available through Moodle



**I. Catalog Description and Credit Hours of Course:**

Professional orientation, personal characteristics, responsibilities, legal and ethical issues relating to professional counseling will be explored. (3)

**II. Prerequisite(s):**

Graduate Standing and Permission of the Instructor.

**III. Course Integrated in to the Program Requirements**

M.A. Career Counseling	M.A. School Counseling	M.A. Mental Health Counseling	Ed.S. Counseling Education	Psychological Examiner Certificate
Required	Required	Required	Required Prereq.	

**IV. Student Learning Outcomes**

- A. Students will understand the nature and function of the counselors professional roles and functions, in addition to how roles are maximized for client benefit through inter-agency collaboration. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).
- B. Students will understand the American Counseling Association’s Code of Ethics and appropriate application of ethical principles to client cases. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).
- C. Students will understand the evolution of important events that have influenced the counseling profession and differentiates it from other helping professions. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

**V. Course as Relates to External Requirements**

<b>CACREP Requirements (2016)</b>	<b>DESE Requirements (2012)</b>	<b>LPC Requirements</b>	<b>NBCC Requirements</b>
1. Professional Orientation and Ethical Practice	<p>Standard 1 – Quality Indicator 3: Helping Relationships: The school counselor establishes helping relationships with students through individual counseling, group work, classroom counseling, and mental health and well-being activities within the comprehensive school counseling program.</p> <p>Standard 3 – Quality Indicator 1: Interpersonal Skills: The school counselor promotes, models, and teaches interpersonal skills to enhance relationships with and among administrators, staff, students, families, community members, agency representatives, and other school counselors to facilitate planning, implementing, maintaining, evaluating, and enhancing a comprehensive school counseling program supportive of the academic, career, and personal/social success of all students.</p> <p>Standard 5 – Quality Indicator 1: Ethical Standards: The school counselor knows, understands and practices in accordance with ethical standards appropriate to the school counseling profession.</p>	Professional Orientation	Professional Orientation (to counseling)

**VI. Course as Relates to External Standards**

<b>CACREP Standards (2016)</b>
<p>Section II.F.1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE- studies that provide an understanding of all of the following aspects of professional functioning:</p> <ol style="list-style-type: none"> <li>a. history and philosophy of the counseling profession and its specialty areas</li> <li>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</li> <li>c. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</li> </ol>

<ul style="list-style-type: none"> <li>d. the role and process of the professional counselor advocating on behalf of the profession</li> <li>e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</li> <li>f. professional counseling organizations, including membership benefits, activities, services to members, and current issues</li> <li>g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues</li> <li>h. current labor market information relevant to opportunities for practice within the counseling profession</li> <li>i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</li> <li>j. technology's impact on the counseling profession</li> <li>k. strategies for personal and professional self-evaluation and implications for practice</li> <li>l. self-care strategies appropriate to the counselor role</li> <li>m. the role of counseling supervision in the profession</li> </ul>
<p><b>DESE Standards (2012)</b></p>
<p>Standard 1 – Quality Indicator 3: Helping Relationships: The school counselor establishes helping relationships with students through individual counseling, group work, classroom counseling, and mental health and well-being activities within the comprehensive school counseling program.</p> <p>Standard 3 – Quality Indicator 1: Interpersonal Skills: The school counselor promotes, models, and teaches interpersonal skills to enhance relationships with and among administrators, staff, students, families, community members, agency representatives, and other school counselors to facilitate planning, implementing, maintaining, evaluating, and enhancing a comprehensive school counseling program supportive of the academic, career, and personal/social success of all students.</p> <p>Standard 5 – Quality Indicator 1: Ethical Standards: The school counselor knows, understands and practices in accordance with ethical standards appropriate to the school counseling profession.</p>

**VII. Purposes or Objectives of the Course:**

- A. The student will comprehend the history and philosophy of the counseling profession, including significant factors and events. (II.F.1.a)
- B. The student will be able to identify the personal and professional characteristics most often found in successful counselors and to compare one's own personal characteristics to the data. (II.F.1.k; 1.l)
- C. The student will know appropriate professional counseling roles, functions, and relationships in relation to other human service providers, and know strategies for interaction with those providers to promote client welfare. (II.F.1.b; 1.c; 1.d; 1.e)
- D. The student will recognize appropriate professional organizations, including benefits, services, and the need for continuing professional development. (II.F.1.f)

- E. The student will know the requirements for accreditation, certification, licensure, preparation standards and the effects of public policy as compared with other types of professions. (II.F.1.f; 1.g; 1.h)
- F. The student will distinguish social and cultural issues associated with societal changes and societal subgroups. (II.F.1.e)
- G. The student will comprehend local, state, and federal statutory requirements that apply to the practice of counseling and will comprehend the application of the legal issues to the practice of counseling. (II.F.1.g; 1.i)
- H. The student will interpret ethical and professional standards, and be able to apply an ethical decision-making model in the practice of counseling. (II.F.1.i)
- I. The student will contrast counseling supervision models, practices and processes, and know how these apply to professional growth and development. (II.F.1.k; 1.m)
- J. The student will know self-care strategies, and practice appropriate self-care techniques. (II.F.1.l)
- K. The student will analyze the role of the counselor as it pertains to client and professional advocacy. (II.F.1.c; 1.d; 1.e)

**VIII. Course Content or Outline:**

**Class Hours**

A.	Historical Perspectives and Trends	3
	1. Counseling and Guidance in American Education	
	2. Institutional and Agency Counseling	
B.	The Counselor as a Person	6
	1. The effective helper	
	2. Skill assessment	
C.	The Counselor as a Professional	6
	1. Roles and Functions	
	2. Relating to other Professionals	
	3. Certification and Licensure	
	4. Accreditation	
	5. Professional organizations and resources	
	6. Professional preparation standards and responsibilities	
	7. Careers in the helping professions	
	8. Technology used in the profession of counseling	
D.	Social and Cultural Foundations	3
	1. Understanding societal changes and sub-groups	
	a. age	
	b. religious preference	
	c. physical differences	
	d. sexual preference	
	e. gender	
	f. ethnicity	
	g. social economical differences	
	2. Methods of Conflict Resolution	
E.	Background of the legal profession and its	6

	relationship to counseling	
	1. Source of law	
	2. Use of legal reference materials	
	3. Impact of legal issues in the counseling profession	
	4. Specific focus areas	
	a. duty to warn	
	b. confidentiality	
	c. privileged communication	
	d. right of privacy	
	5. Codes of ethics	
F.	Defining the relationship between a client and counselor	3
	1. Professional code of ethics	
	2. Legal concepts	
	a. counseling service contracts	
	b. professional disclosure statements	
G.	The counselor's obligation to the client and society	3
	1. Areas of tort liability	
	a. negligence	
	b. malpractice	
	c. defamation of character	
	d. invasion of privacy	
	2. Areas of criminal liability	
	a. accomplice liability	
	b. mandatory reporting of crimes	
	c. specific topics - death, sex, minors, drugs	
H.	Specific black letter law	3
	1. Federal Statutes	
	a. Family Educational Rights and Privacy Act	
	b. Hatch Act	
	c. Title VII of the 1964 Civil Rights Act	
	a. PL94-142 Education for All Handicapped Children's Act	
	b. Americans With Disabilities Act (ADA-1990)	
	2. Missouri State Laws	
	a. licensure	
	b. certification	
	3. Professional Regulations	
	a. national certification	
	b. national registry	
	4. Due process issues in the regulations of counseling	
I.	Application of codes of ethics and legal issues to the practice of counseling	3
J.	Introduction to Clinical Supervision	3
	1. Supervision Models	
	a. developmental models	
	b. theory-based models	
	c. social-role models	

- 2. Supervision Practices
  - a. individual and group
  - b. professional growth and development
- 3. Supervision Processes
  - a. evaluation
  - b. the supervisory relationship
- K. Counselor Self-Care 3
  - 1. Techniques and Strategies
  - 2. Burn-out
  - 3. Professional Development Plans
- L. Advocacy Processes 3
  - 1. Client and Professional Advocacy
    - a. social justice and the role of the counselor
    - b. political process and the role of the counselor

**IX. Textbook(s):**

Remley, T. P., & Herlihy, B. (Latest edition). *Ethical, Legal and Professional Issues in Counseling.*, Pearson.

American Counseling Association Code of Ethics. (Latest edition).

American Psychological Association (Latest edition). *Publication Manual of the American Psychological Association.* Washington, DC: Author

**Note:** Because of the amount of writing assignments required throughout your counselor preparation program, it is required that you purchase the APA publication manual for your use and reference in every course throughout the program (currently the sixth edition).

**X. Expectations of Students:**

- A. The student is expected to actively participate in class.
- B. The student is expected to complete the required readings and assignments.
- C. The student is expected to demonstrate satisfactory performance on examinations.
- D. The student is expected to respond to a variety of skill assessment techniques.
- E. The student is expected to know about and use a variety of technological strategies to enhance learning
- F. The student is expected to know about legal issues and ethical standards in counseling.

**XI. Basis for Student Evaluation**

- A. Written examinations
- B. Written critiques of professional articles
- D. Presentation
- E. Graduate quality research paper

***Final letter grade:***

91% to 100% -- A

81% to 90% -- B

71% to 80% -- C

0% to 70% -- F

**Note:** *The section “Basis for Student Evaluation” is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.*

**Assignments:**

**Values Reflection Paper 10** (II.F.1.d; 1.e; 1.l)

*The purpose of this paper is for you to begin to determine the values that are important to you and start to explore how they may be impediments or assets in your future role as an ethical counselor.*

**Ethical Issue Presentations 10** (II.F.1.i)

*The purpose of this assignment is to have you actively interact with the ACA code of ethics in order to better prepare you for ethical dilemmas that may occur in your counseling practice.*

**Professional Development Plan (Chalk & Wire Portfolio Artifact) 20** (II.F.1.b; 1.c; 1.d; 1.e; 1.f; 1.g; 1.h; 1.k; 1.l; 1.m)

*The purpose of this assignment is for you to create a professional development plan from which you can gain guidance throughout your counseling graduate program. You will find yourself referencing back to this paper as you progress through this program and it will be a tool in helping you choose which path to follow.*

Community/School Mental Health Engagement

Department Engagement

National Engagement

Social Justice/Advocacy

Blind Spot Exploration

Self-Care

**Course Reflection Paper 10**

*This paper is due in all your classes throughout your counseling program. Its purpose is to help you articulate the significance of this course in your learning process.*

**Forum Responses 10** (II.F.1.a-m)

*As this class meets both in person and online, you will be expected to engage with the material and each other by completing forums on the weeks the class is fully online.*

**Google Doc Questions 20** (II.F.1.a-m)

*The purpose of this assignment is two-fold, it will help you pay more attention to what you are reading by asking you to think about it critically and it will create a study guide for you that you can use to study for the CPCE and/or NCE.*

**XII. Methods of instruction**

A combination of:

- Classroom lectures and discussions
- Classroom experiential exercises
- Web-assisted instructions and tests/exams

**XIII. Academic Honesty** – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else’s work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct

<http://www.semo.edu/responsibleredhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

**XIV. Accessibility** – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by



case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

**XV. Civility** – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and [http://www.semo.edu/pdf/Conduct\\_Faculty\\_Resource\\_Guide.pdf](http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf)

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

**XVI Mandatory Reporting** – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

### **XVII. Counselor Dispositions**

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See [http://www.semo.edu/pdf/EduLead-StudentHandbookRevisions2015\\_AcceptedChanges.pdf](http://www.semo.edu/pdf/EduLead-StudentHandbookRevisions2015_AcceptedChanges.pdf)

### **XVIII. Student Success:**

This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails— they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at [supportnet.semo.edu](http://supportnet.semo.edu) to see any academic alerts, ask for help and to access resources to support your success at Southeast.

## XIX. Course Schedule

Date	Class Discussions & Readings		CACREP
Week #1 August 22	Construction of Course Assignments Values Exercise APA	Moodle Forum	(2.F.1.a-m)
Week #2 August 29	Ch. 1 & 2 Counselor Identity (Moodle) History of Counseling (Moodle)	Moodle Forum	(2.F.1.a-m)
Week #3 September 5	Ch. 3 Multicultural Competence and Social Justice Assigned Moodle Readings/Tasks Values Discussion	Moodle Forum  Values Reflection Paper DUE	(2.F.1.e)
Week #4 September 12	Ch. 4 Client Rights and Counselor Responsibilities Assigned Moodle Readings/Tasks		(2.F.1.b; 1.c)
Week #5 September 19	Ch. 5 Confidentiality and Privileged Communication Assigned Moodle Readings/Tasks	Moodle Forum Goals Due	(2.F.1.i)
Week #6 September 26	Ch. 6 Records and Subpoenas Assigned Moodle Readings/Tasks		(2.F.1.i)
Week #7 October 3	Ch. 7 Competence, Assessment, and Diagnosis Assigned Moodle Readings/Tasks	Moodle Forum	(2.F.1.b; 1.g; 1.i)
Week #8 October 10	Ch. 8 Malpractice and Resolving Legal and Ethical Challenges Assigned Moodle Readings/Tasks		(2.F.1.i)
Week #9 October 17	Ch. 9 Boundary Issues Assigned Moodle Readings/Tasks	Moodle Forum	(2.F.1.i)
Week #10 October 24	Ch. 10 Technology in Counseling Assigned Moodle Readings/Tasks		(2.F.1.j)
Week #11 October 31	Ch. 11 Counseling Children and Vulnerable Adults Ch. 12 Counseling Families and Groups Assigned Moodle Readings/Tasks	Moodle Forum	(2.F.1.e;)

Week #12 November 7	Ch. 13 Professional Relationships, Private Practice, and Health Care Plans Assigned Moodle Readings/Tasks	Moodle Forum	(2.F.1.b; 1.c; 1.d)
Week #13 November 14	Ch. 14 Issues in Counselor Education Ch. 15 Supervision and Consultation Assigned Moodle Readings/Tasks		(2.F.1.a-m)
Week #14 November 22	THANKSGIVING BREAK		
Week #15 November 28	Ch. 16 Professional Writing, Conducting Research, and Publishing APA Assigned Moodle Readings/Tasks	Moodle Forum	(2.F.1.h; 1.j; 1.k)
Week #16 December 5	Presentations Assigned Moodle Readings/Tasks	Professional Development Plan Presentation	(2.F.1.a-m)
Week #17 December 12		Professional Development Plan Paper <i>Values and Course Overview Paper</i>	(2.F.1.a-m)

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Melissa Odegard-Koester, Chair, Department of Psychology & Counseling.