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

Course No. CP 610
Revised Spring 2012

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

<table>
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<tr>
<th>M.A. Career Counseling</th>
<th>M.A. School Counseling</th>
<th>M.A. Mental Health Counseling</th>
<th>Ed.S. Counseling Education</th>
<th>Psychological Examiner Certificate</th>
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<td>Required</td>
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<td>Required Prereq.</td>
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IV. Student Learning Outcomes
1. 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).
2. 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).
3. Students will understand the evolution and 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

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<td>1. Professional Orientation and Ethical Practice</td>
<td>1) Orientation to the Personal and Professional Development in Counseling Comp. 14) Professional organization and ethical standards;</td>
<td>Professional Orientation</td>
<td>Professional Orientation (to counseling)</td>
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VI. Course as Relates to External Standards

**CACREP Standards (2009)**

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

a. history and philosophy of the counseling profession,

b. professional roles, functions, and relationships with other human service providers, including strategies for interagency collaboration and communications,

d. self-care strategies appropriate to the counselor role,

e. counseling supervision models, practices, and processes,

f. professional organizations, including membership benefits, activities, services to members and current issues,

g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues,

h. the role and process of the professional counselor advocating on behalf of the profession,

i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients, and

j. ethical standards of professional organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling.

**DESE Standards (2008)**

(MoSTEP 1.4.4.1.a; ASCA F.1, .2, .4; CACREP CC 1j; CACREP SCP [A2] practicing in accordance with the ethical standards of the counseling profession (e.g., ASCA Ethical Standards for School Counselors), with those of credentialing bodies, and within local school district policies and procedures.

(MoSTEP 1.4.4.1.b; ASCA F.6) employing ethical decision-making models to recognize and resolve ethical dilemmas

(MoSTEP 1.4.4.1.c; ASCA F.7) modeling ethical behavior in one’s work.

(MoSTEP 1.4.4.1.d; ASCA F.9, 11) adhering to the ethical standard of confidentiality in relationships with students, parents, administrators and teachers.

(MoSTEP 1.4.4.2.a.; ASCA F.2–5, .9; CACREP CC 1.j) school district policies; and local, state, and federal statutory requirements pertaining to the practice of school counseling, including limits of confidentiality.
(MoSTEP 1.4.4.2.b; ASCA F.8, 10) legal resources and professional development available to inform and guide professional practice.

(MoSTEP 1.4.5.a; CACREP 1a; CACREP SCP [A]1) the history and philosophy of the school counseling profession.

(MoSTEP 1.4.5.b; CACREP 1f, g; CACREP SCP [A]4) professional organizations, competencies, preparation standards, credentials, and accreditation policies appropriate to professional school counselors.

(MoSTEP 1.4.5.c) using personal reflection, consultation, supervision, and feedback from others to create and implement professional development plans for continued professional growth.

(MoSTEP 1.4.5.d; CACREP CC 1i, h) advocacy processes needed to address institutional and social barriers that impede access, equity, and success for students and to advance the profession.

(MoSTEP 1.4.5.e; CACREP 1d) self-care strategies.

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.

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.

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.

D. The student will recognize appropriate professional organizations, including benefits, services, and the need for continuing professional development.

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.

F. The student will distinguish social and cultural issues associated with societal changes and societal subgroups.

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.

H. The student will interpret ethical and professional standards, and be able to apply an ethical decision-making model in the practice of counseling.

A. The student will contrast counseling supervision models, practices and processes, and know how these apply to professional growth and development.

B. The student will know self-care strategies, and practice appropriate self-care techniques.

K. The student will analyze the role of the counselor as it pertains to client and professional advocacy.

VIII. Course Content or Outline:
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 relationship to counseling 6
   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

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

J. Introduction to Clinical Supervision

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

1. Techniques and Strategies
2. Burn-out
3. Professional Development Plans

L. Advocacy Processes

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):


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 (25%)
B. Written critiques of professional articles (25%)
D. Presentation (25%)
E. Graduate quality research paper (25%)

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.

XII. Methods of instruction

A combination of:
Classroom lectures and discussions
Classroom experiential exercises
Web-assisted instructions and tests/exams

XIII. Academic Policy Statement:
Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: [http://www6.semo.edu/judaffairs/code.html](http://www6.semo.edu/judaffairs/code.html)

*Note:* Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.

**XIV. Students with Disabilities Statement:**
If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: [http://www.semo.edu/cs/services/disability.htm](http://www.semo.edu/cs/services/disability.htm)

**XV. Civility, Respect and Classroom Etiquette:**
The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

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 pager and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

**XVI. 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 Student Handbook.

**XVII. Knowledge Base References:**
An online Knowledge Base is maintained on the Program website. See http://www4.semo.edu/counsel/Program/know-base.htm

XVIII. Course Schedule

Note: Course Schedule will be added each semester by the instructor.

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. Ruth Ann Roberts, Interim Chair, Department of Educational Leadership and Counseling.