

PROFESSIONAL ISSUES AND ETHICS FOR COUNSELORS (COUN 501) SAMPLE SYLLABUS

Faculty Expectations of Students:

- A Canvas course for COUN501 will be accessible for communication, resources, assignments, and exams/quizzes. The site will be available at least one month prior to the start of the course and one month following the end of the course.
- Each student will be required to print and read a PDF copy of the ACA Code of Ethics (2014) which can be obtained from the following web page: [ACA Ethics Page](#)
- Each student should have appropriate technology and textbooks for completing the course, see below on video recording technology needed.
- A laptop would be helpful during the intensive week, but lab computers will be available for use during the week.
- Please bring your copy of the *APA Style Manual* to the first day of class as well.

Course Description:

COUN 501 Professional Issues and Ethics for Counselors (3)

This course provides students with an understanding of the history and philosophy of the counseling profession, professional roles and functions, ethical and legal considerations, and professional organizations and credentialing. Current issues within the professional counseling field will provide a context for exploring ethical and professional orientation. An emphasis will be placed on multicultural and self-care issues as related to ethical decision making. Students will demonstrate knowledge of and ability to apply the ACA ethical code. Students will also be introduced to the practice of essential interviewing and counseling skills, as well as various basic crisis response skills within the realm of professional counseling practice.

Course Objectives:

At the end of this course, students will:

| Course Objectives* | | CACREP | | | | Assignments |
|--------------------|---|--------|------|------|----|---|
| | | CORE | CMHC | MCFC | SC | |
| 1. | Have a basic understanding of the history, philosophy and trends in counseling. | | | | | |
| | | G1a | | | | Essay Exam Part 1 |
| 2. | Be able to identify the professional organizations, credentialing, certification, licensure, and accreditation requirements in the counseling field. | | | | | |
| 2a. | Be able to identify professional organizations, including membership benefits, activities, services to members, and current issues | G1f | | | | Prof. Organization Checklist & License Review |
| 2b. | Be able to identify professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issue | G1g | | | | Prof. Organization Checklist & License Review |
| 2a. | Be able to identify the professional organizations, preparation standards, and credentials relevant to the practice of student's track | | A4 | A4 | A4 | Prof. Organization Checklist & License Review |
| 3. | Begin to understand the breadth and scope of what it means to be a counselor. | | | | | |
| 3a. | Understand the professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communication. | G1b | | | | Essay Exam Part 2 |
| 3b. | Understand the counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event. | G1c | | | | Crisis Information Quiz |
| 3c. | Understand the role and process of the professional counselor advocating on behalf of the profession. | G1h | | | | Essay Exam Part 1 |
| 3d. | Understand the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. | G1i | | | | Essay Exam Part 3 |
| 3e. | Understand the effects of crises, disasters, and other trauma-causing events on persons of all ages. | G3c | | | | Crisis Information Quiz |
| 3f. | Know the counselor characteristics and behaviors that influence helping processes. | G5b | | | | Microskills Recording |
| 3g. | Demonstrate essential interviewing and counseling skills. | G5c | | | | Microskills Recording |
| 3h. | Know a general framework for understanding and practicing consultation | G5f | | | | Essay Exam Part 2 |
| 3i. | Understand basic crisis intervention and suicide prevention models, including the use of psychological first aid strategies. | G5g | | | | Crisis Quiz |

| Course Objectives* | | CACREP | | | | Assignments |
|--------------------|---|--------|------|------|----|----------------------|
| | | CORE | CMHC | MCFC | SC | |
| 4. | Be exposed to the ethical standards of the various counseling organizations and have discussed critical counseling issues like confidentiality, referral, limitations, and self-care. | | | | | |
| 4a. | Be aware of self-care strategies appropriate to the counselor role. | G1d | | | | Essay Exam Part 3 |
| 4b. | Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. | G1j | | | | Ethics Quiz |

*** This course fulfills the educational requirements for the LPC in Pennsylvania as specified in 49 Pa. Code § 49.2, (8) and the LMFT in Pennsylvania as specified in 49 Pa. Code § 48.1 (4).**

Textbooks and Course Materials:

Required of all students in the course:

ACA Code of Ethics (2014) ([ACA Code of Ethics Page](#))

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Corey, G., Corey, M. S., Corey, C. & Callanan, P. (2014). *Issues and ethics in the helping professions* (9th ed.). Belmont, CA: Brooks/Cole.

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2013). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (8th ed). Belmont, CA: Brooks/Cole. ISBN: 978-1285065359

Neukrug, E. (2015). *The world of the counselor: Introduction to the counseling profession* (5th ed)*. Belmont, CA: Brooks/Cole.

* if the 4th edition (2011) has been purchased you will need to contact a professor for permission to use an older version.

Video Recording Technology - Students must use a digital video camera to record their mock counseling sessions, which are required in several courses in the program. Make sure the digital video camera of your choice has long enough battery life and memory to record at least 60 minutes. Information Technology Services (ITS) will provide tech support yet technical difficulties will not be an excuse for submitting an assignment late. Inform your professor if you are having technical problems before the assignment is due. Submitting test videos ahead of time may be beneficial. Please note that your video must be uploaded to the College server and could take several hours to complete depending on the size of the file.

You are permitted to use a smart phone or iPad to record your sessions if you comply with the following security measures that align with [HIPAA](#) provisions. Specifically, students must:

- keep the device in a key or combination locked space when you are away from it
- use a rigorous password to protect your device using a minimum of 8 characters with upper and lowercase letters as well as special characters and/or numbers. This password cannot be a word or name using the substitution of letters with numbers or readily available numbers such as anniversary or birthday dates.
- implement carrier "lost phone/iPad" protection that will allow for the disabling of the device if it is lost or stolen

A signed consent form from the student/client or student's/client's guardian (if under the age of 18) must be obtained before recording begins.

Students creating video recordings of counseling sessions and other course material that contains client/student information must maintain the confidentiality of these materials by doing the following:

1. Avoid including any identifying client/student information on materials
2. Labeling videos "confidential" before submission to any server
3. Submitting videos only to secure Messiah College servers including Canvas Assignments and Messiah College Video Server Drive
4. Not e-mailing links or actual copies of video recorded sessions
5. Erasing copies of all materials including videos at the end of the course

Faculty will erase copies of all client/student related materials including videos held in Canvas at the end of each semester. Videos held on the private Messiah College video server will be deleted upon the student ceasing to be a student at Messiah.

Course Requirements:

1. Professional Organization Checklist & Licensure/Certification Review Worth 40 points

Each student will be asked to complete a checklist of information that can be gathered from the websites of ACA, NBCC, AACC, AAMFT, NCFR and ASCA. In addition to the checklist, each student will be required to fill out a worksheet related to licensure/certification information gathered from one's state of residence (each student is encouraged to print out and retain a copy of the licensure/certification application).

2. Ethics Quiz Worth 80 points

There will be one ethics review quiz given through the Canvas Quizzes tool and released prior to the course. This multiple choice and True/False quiz will assess your basic knowledge of the

ACA ethics code and information gathered from the websites of various professional organizations (see course schedule). This quiz may be completed using open book/open notes.

3. Essay Exam

Worth 120 points

There will be one essay exam split into three different parts to be completed by various dates throughout the course. The exam will be in two parts in the Canvas Assignments tool. The exam will be comprehensive and consist primarily of short answer and essay questions and will be open note and book. **TURN IN VIA ASSIGNMENTS IN CANVAS.**

4. Crisis Information Quiz

Worth 40 points

Each student will complete an online quiz through Canvas on the crisis information presented in the textbook readings and power point documents. This quiz will consist of 20 multiple choice or T/F questions and will be available in Canvas prior to the start of class. Students are expected to initially take this quiz to prepare for in-class review of this material. If a student does not achieve a score of 83% or better on this quiz, he/she will be allowed to retake it (max 3 attempts).

5. Microskills Mock Counseling Session (Video recording)

Worth 80 points

Each student will submit one recording of a mock counseling session where the student is the counselor and a classmate is the client (partners will be assigned in class). The recordings will focus on the student's use of microskills that are covered in the course (Monday through Thursday afternoons) (see grading rubric in Canvas resources for additional evaluation points).

Students are required to explain the training/educational nature of the session to the "counselee" – that it is not a "real" counseling session – and that the recording will only be viewed for educational purposes and then erased. The mock counselee will need to sign an informed consent form (found in Canvas under Files/Assignment Resources) and be given a copy of the form to keep. Students should give one copy to the instructor as well. Each recording should be at least 20 minutes in length (shorter recordings will not be accepted), and the entire video should be submitted. Videos should be submitted using the video submission instructions above using Silverlight. Be sure to debrief the "counselee" at the end of the session to see how he or she experienced the session.

Students will watch their recorded sessions at least one time and complete a self-reflection of the sessions (template found in the Files section of Canvas), including the identification of student's strengths and areas of needed growth. Students will also identify interviewing skills discussed in class that were present in the session (i.e. empathy, reflection, active listening, use of open questions). **TURN IN VIA ASSIGNMENT IN CANVAS.**

Grading:

| | | | | | |
|---|------------|----|---------|----|------------|
| Professional Organization Checklist/Licensure Information | 40 | A | 93-100% | B- | 80-82% |
| Ethics Quiz | 80 | A- | 90-92% | C+ | 77-79% |
| Exam Parts 1-3 | 120 | B+ | 87-89% | C | 73-76% |
| Crisis Quiz | 40 | B | 83-86% | F | 72 & below |
| Microskills Mock Session Video | 80 | | | | |
| TOTAL POINTS POSSIBLE | 360 | | | | |

Course Policies

Extra Credit: Generally extra credit points are not awarded in this course.

Late Assignments – All assignments are due by the time and due date assigned. A 5% deduction in the points available for each assignment will occur for each day an assignment is late (unexcused). Exceptions to this policy may include issues that fall outside the control of the student (death, disaster, serious illness, etc) and have been approved by the faculty member as a significant excuse.

Missed Exams – Any student that misses an exam must contact the professor to make arrangements to take a makeup exam. It will be up to the discretion of the professor as to the format of the makeup exam.

Returned Assignments – All assignments will be returned to the student within approximately one week of submission for review of the assigned grade. A grading matrix and professor comments will be attached to each assignment. If students have questions about the grade assigned it is up to the student to contact the professor and set up a time to discuss the grade. Students may also ask for clarification about a grade through email to the professor within three days of receiving the grade for any assignment.

Course Information

Self-Care

Part of the process of becoming a counselor is an ongoing commitment to self-awareness. Students often have strong emotional reactions to the content of counseling courses or skill-development experiences. Students may also become aware of something about themselves that impacts their present or future work with clients. It is important to acknowledge these reactions and in some cases utilize the help of a professional counselor to process them. Students should refer to the program website and student handbook for recommendations about how to find a professional counselor. They are also encouraged to consult with their instructor or advisor in deciding how and when to seek outside support.

Library and Librarian Assistance

The Library is an obvious source of information for research, presentations and projects. Currently, Elizabeth (Liz) Kielley is the specific library liaison assigned to the social sciences disciplines. Although any librarian is trained and prepared to assist you, Liz works specifically with the social sciences and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments, as she is more than willing to help you.



Master of Arts in Counseling Program

Intensive Week Course Schedule

| | | | | |
|---|--|--|--|---|
| 8:00-10:00 Professional Counselor Identity and Philosophy Introduction to Ethics & Values | 8:00-9:00 Credentialing & Licensure (LPC, PA Cert., LMFT, etc.) 9:00 – 10:00 HB Orientation | 8:00-10:00 ACA Code of Ethics | 8:00-10:00 Mental Health Law | 8:00-10:00 Basic crisis intervention information (suicide prevention and psychological first aid) Demonstration |
| 10:00-11:00 Ice Breakers Syllabus Review | 10:00-11:00 Microskills Demonstration and Processing | 10:00-11:00 ACA Code of Ethics Review | 10:00-11:00 Ethical decision- making models | 10:00-11:00 Suicide Assessment Dyad Practice |
| 11:05 AM – Noon Process Group | 11:05 AM – Noon Process Group | 11:05 AM – Noon Process Group | 11:05 AM – Noon Process Group | 11:05 AM – Noon Process Group |
| 12:00-1:00 Lunch | 12:00-1:00 Lunch | 12:00-1:00 Lunch | 12:00-1:00 Lunch | 12:00-1:00 Lunch |
| 1:00 – 2:00 Attending Skills | 1:00 – 2:00 Encouraging, Paraphrasing, and Summarizing | 1:00 – 2:00 Multicultural perspectives & diversity issues | 1:00 – 2:00 Technology in Counseling [e.g., online counseling] | 1:00 – 2:00 Self of the Therapist & Self Care |
| 2:00-3:00 Practice Attending Skills | 2:00-3:00 Practice Active Listening | 2:00-3:00 Ethics, Spirituality & Faith | 2:00-3:00 Working with Children | 2:00 – 3:00 IT Support for Video Upload |
| 3:00 – 3:15 Break | 3:00 – 3:15 Break | 3:00 – 3:15 Break | 3:00 – 3:15 Break | 3:00 – 3:15 Break |
| 3:15-4:00 Observation Skills | 3:15-4:00 Questions: Opening Communication | 3:15-4:00 Observing and Reflecting Feelings | 3:15-4:15 Interviewing Skills Structure of the Interview Practice | 3:15-4:00 Closing Activities |
| 4:00 – 5:00 Practice Observation Skills | 4:00 – 5:00 Practice Questions | 4:00 – 5:00 Practice Observing and Reflecting Feelings | | |
| 5:00-5:30 Wrap Up and Plan for Tomorrow * | 5:00-5:30 Wrap Up and Plan for Tomorrow | 5:00-5:30 Wrap Up and Plan for Tomorrow | | |
| | | | 5:00-6:30 Recording | |



Assignment and Reading Due Dates for COUN501

CCCC= Corey, Corey, Corey, & Callanan (*Issues and Ethics in the Helping Professions*)
IIZ= Ivey, Ivey & Zalaquett (*Intentional Interviewing & Counseling*)
N= Neukrug (*The World of the Counselor*)

PRIOR TO COURSE

Reading:

CCCC: Chapters 1-8 and 13

IIZ: Chapters 1, 3- 8, 13, 15 Part III

N: 1-3, 8, 17

2014 ACA Code of Ethics (see link above for download)

Essay Exam Part 1 (based on Neukrug Chapters 1-3)

Professional Checklist

DURING COURSE

ACA Code of Ethics should be read by 8am this morning

First attempt at Crisis Quiz should be made by midnight to prepare for in class activities

Crisis Quiz based on Powerpoints posted in Canvas, IIZ Ch. 15 Part III, and CCCC: Ch. 6

AFTER COURSE

Mock Session Video Recording

Mock Session Informed consent and Reflection

Essay Exam Parts 2 & 3

Crisis Quiz must have 83% or better by this date (three attempts max)

Ethics Quiz must have 83% or better by this date (three attempts max)

Program Information

Writing Center

The [Writing Center](#) is available to any graduate student who has a desire to improve his/her writing. The role of the center is to provide feedback (not editing) on written work. Feedback alerts you to the kinds of errors you are making, lets you know when something is not clear, and suggests that you have not fully supported an argument. Feedback does NOT correct your grammatical errors, rewrite your sentences, or provide you with the specific points to support your argument. Ultimately, it is your responsibility to find and use the resources you need to improve your writing but connecting with our Writing Center, either online or face-to-face, is a good place to start.

Hardware and Software Recommendations

Student [technology recommendations](#) are found on the Information Technology Services website. These guidelines have been put in place to best equip you to have an optimal technological experience in our online programs.

Technical Support for Students

[Technological support](#) is available to all students during the days and times listed on the Information Technology Services homepage. Students also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and through the College's Learning Management System.

Program Policies

Academic Integrity

The [Academic Integrity Policy for Graduate Students](#) is found in the graduate student handbook. Primary responsibility for knowledge of and compliance with this policy rests with the student.

Americans with Disabilities Act

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services.

Statement of Copyright Protection

The materials in this Messiah College course are only for the use of students enrolled in this course for purposes associated with this course and may not be further disseminated.

Statement of Confidentiality

Students may be asked to post written work and to engage in written dialog with other class members within an LMS. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.