



UNIVERSITY OF
PROVIDENCE

**Master of Science in Counseling
Fall 2023**

MSC 500 – Professional Orientation and Ethics (3 Credit Hours)

Location/Time:	Online via Moodle
Instructor:	Betty Cardona, PhD, LPC Betty.Cardona@uprovidence.edu
Office Hours:	By Appointment

OVERVIEW AND COURSE OBJECTIVES

Course Description

Students are introduced to the field of professional counseling and the ethics involved in working with clients, colleagues, organizations, and society. Emphasis is on professional preparation standards and personal and professional identity development. Codes of ethics and the law are used to assist in making ethical judgments. MSC 500 must be taken during the fall semester of the first year of enrollment in the MSC program.

Methods of Instruction

This course will be taught in an online format via Moodle, and will include interactive feedback between student and instructor regarding online discussions, written assignments, and presentations. It is expected that students will have read all readings and be prepared to engage in meaningful discussion regarding major points and applications of the readings. Students are expected to be respectful of others' opinions, share perspectives, and engage in critical thinking.

Program Student Learning Objectives

By the end of this program, students will be able to ...
Evaluate ethical practice according to the counseling profession.
Describe ethical practice according to the counseling profession.
Synthesize elements of ethical practice in counseling.

Behavioral Objectives of Course/ Anticipated Student Competencies (CACREP Standards)

KNOWLEDGE/SKILLS/SCHOLARSHIP

- Evaluate and apply psychological principles to personal, social, and organizational ethics. (S2.F.1.a) (S2.F.1.f)
- Demonstrate the ability to weight evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of counseling as a science. (S2.F.1.b) (S2.F.1.d) (S5.C.2.a) (S5.C.3.c) (S2.F.7.c)
- Demonstrate the ability to use technology appropriate to the practice of counseling and understand the impact of technology on the counseling profession. (S2.F.1.j) (S2.F.5.d) (S2.F.5.e)
- Develop realistic ideas about how to implement their counseling knowledge, skills, and values in occupational pursuits in a variety of settings, including clinical mental health counseling. (S2.F.1.g)
- Develop understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society. (S2.F.2.a) (S2.F.2.b) (S2.F.2.c)
- Developing the knowledge and skills necessary for becoming a professional counselor; including accurate documentation procedures and the ability to consult and collaborate within the clinical mental health field. (S2.F.1.d) (S2.F.1.e) (S2.F.1.f) (S2.F.1.g) (S2.F.1.b)
- Develop a broadly based professional identity; including understanding the history, legal and ethical aspects of mental health counseling. (S2.F.1.i) (S5.C.2.l)
- Analyze various options of self-care and supervision in the counseling profession. (S2.F.1.l) (S2.F.1.m)
- Develop an understanding and application of advocacy strategies (S5.C.3.e)
- Develop an understanding of mental health counseling issues as they relate to legislation and government policy (S5.C.2.i)
- Develop an understanding of the ethical function and role of recordkeeping (S5.C.2.m)
- Develop acquaintance with ethical strategies for conducting and interpreting research and/or program evaluation. (S2.F.8.j)

CACREP STANDARDS – Section 2 (S2)

1. Professional Counseling Orientation and Ethical Practice

- a. History and philosophy of the counseling profession and its specialty areas (S2.F.1.a)
- 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 inter-organizational collaboration and consultation (S2.F.1.b)
- c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response team (S2.F.1.c)
 - d. The role and process of the professional counselor advocating on behalf of the profession (S2.F.1.d)
 - e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients in mental health counseling (S2.F.1.e)
 - f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues (S2.F.1.f)
 - g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (S2.F.1.g)
 - h. labor market information relevant to opportunities for practice within the counseling profession (S2.F.1.h)
 - i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (S2.F.1.i)
 - j. Technology's impact on the counseling profession (S2.F.1.j)
 - k. Strategies for personal and professional self-evaluation and implications for practice (S2.F.1.k)
 - l. Self-care strategies appropriate to the counselor role (S2.F.1.l)
 - m. The role of counseling supervision in the profession (S2.F.1.m)

2. Social and Cultural Diversity

- a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (S2.F.2.a)
- b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (S2.F.2.b)
- c. Multicultural counseling competencies (S2.F.2.c)

5. Counseling and Helping Relationships

- d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (S2.F.5.d)
- e. The impact of technology on the counseling process (S2.F.5.e)

7. Assessment and Testing

- c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (S2.F.7.c)

8. Research and Program Evaluation

- j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (S2.F.8.j)

CACREP Standard: Section 5: C. Clinical Mental Health Counseling

1. Foundations
- a. History and development of clinical mental health counseling (S5.C.1.a)
2. Contextual Dimensions
 - a. Roles and settings of clinical mental health counselors (S5.C.2.a)
 - c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (S5.C.2.c)
 - i. Legislation and government policy relevant to clinical mental health counseling (S5.C.2.i)
 - k. organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (S5.C.2.k)
 - l. Legal and ethical considerations specific to clinical mental health counseling (S5.C.2.l)
 - m. Record keeping, third party reimbursement, and other practice management issues in clinical mental health counseling (S5.C.2.m)
3. Practice
 - c. Strategies for interfacing with the legal system regarding court-referred clients (S5.C.3.c)
 - e. Strategies to advocate for persons with mental health issues (S5.C.3.e)

Prerequisites to this Course and/or Requirements this Course Fulfills

Co-requisites: MSC 512 and MSC 517

Required Texts and Course Materials:

Granello, D.H. & Young, M.E. (2012). *Counseling today: Foundations of professional identity*. Upper Saddle River, NJ: Pearson Education, Inc. ISBN 978-0-13-098536-1

Remley, Jr., T.P. & Herlihy, B. (2020). *Ethical, legal, and professional issues in counseling (6th ed)*. Upper Saddle River, NJ: Pearson Education, Inc. ISBN 978-0135183816

American Counseling Association (2014). *2014 ACA code of ethics: As approved by the ACA governing council* [Electronic version]. Retrieved from <http://www.counseling.org/resources/aca-code-of-ethics.pdf>

Recommended Texts:

American Psychological Association. (2020). *Publication manual (7th ed)*. Washington, DC: American Psychological Association.

Course Requirements

Professional Dispositions

Students will be evaluated on their ability to demonstrate and progress in the following professional dispositions in this course and throughout the program:

- **Mindfulness.** Active, open attention on the present; observing one's thoughts and feelings without judgment
- **Engagement.** Involvement and commitment to one's own and other's personal and professional development
- **Reflexivity.** An awareness and exploration of one's own belief systems and values, and their impact on relationships with self and others
- **Curiosity.** Eagerness to know, discover, and generate; interest leading to inquiry
- **Integrity.** Consistent commitment to professional ethics and values of the counseling profession, holding steadfastly true to one's commitments
- **Empathy.** The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another
- **Professionalism.** Maintaining conduct and qualities that characterize a counseling professional

Assignments

Weekly Posts and Discussions on Moodle (300 points)

There will be several discussion boards posted each week (depending on the number of chapters covered). Students will respond to all discussion boards. To adequately answer the discussion topic, it is expected that original posts will have at least 250 words. Respond to all questions asked of you, and dialogue with others in the class as you would in a classroom setting. Initial postings will be due by 11:55PM Wednesday of each week, and a minimum of one response posting will be due by 11:55PM Friday of each week. In addition to personal reactions, posts must be supported by information found in the textbooks. Grading includes 10 points/chapter X 30 chapters = 300 points.

Media Analysis Written Assignment (100 total points; 2 x 50 points)

Students will watch one movie and one television program/reality show in which a mental health professional is portrayed over the course of the semester. Students will submit a written assignment (3-5 pages excluding title page and reference page) identifying the program, the type of professional portrayed, whether the professional acts ethically or unethically, and what changes would better reflect ethical practice.

List examples of ethical and unethical behaviors. As part of your analysis, reference the ACA Code of Ethics to support your arguments (ethical or unethical). The ACA Code of Ethics is found on <http://www.counseling.org/resources/aca-code-of-ethics.pdf>

Discuss how you would have handled ethical dilemmas differently. Discuss and explore aspects of how the situation was handled ethically or otherwise. Use reasoning to ground your opinions. What is your reaction to the way counselors are portrayed in media and the way famous counselors behave?

Examinations

(Essay Examination - Midterm – 100 points)

(Essay Examination - Final – 100 points)

There will be 2 take-home, essay examinations (mid-term and final). The papers contents of solving an ethical dilemma and applying Code of Ethics (ACA) with accurate APA style citations. Each paper should be at least 3 pages without the title and reference page. The final examination is not cumulative.

Rubric – Essay Examinations (Midterm and Final)

Criteria	1 Emerging	2 Progressing	3 Proficient	4 Exemplary
SOURCES/ QUALITY of Information 20%	Used less than three Citations of Code of Ethics to support problem-solving strategy.	Used three-four citations of Code of Ethics to support problem-solving strategy.	Used five-seven citations of Code of Ethics to support problem-solving strategy.	Used sufficient (8 or more) citations of Code of Ethics to support problem-solving strategy.
ETHICAL Dilemma -Applying CODE of Ethics Ethical standards and Applications of Code of Ethics (ACA) (S2.F.1.i) (S5.C.2.i) (S5.C.2.l) (S5.C.2.m) (S5.C.3.c) (S5.C.3.e) 20%	Missing parts of: - Introduction to the topic - Applying CODE of Ethics in professional counseling - Using a Model to solve an Ethical Dilemma - Conclusion	Unclearly outlines: - Introduction to the topic - Applying CODE of Ethics in professional counseling - Using a Model to solve an Ethical Dilemma - Conclusion	Sufficiently outlines: - Introduction to the topic - Applying CODE of Ethics in professional counseling - Using a Model to solve an Ethical Dilemma - Conclusion	Successfully outlines: - Introduction to the topic - Applying CODE of Ethics in professional counseling - Using a Model to solve an Ethical Dilemma - Conclusion
ORGANIZATION and PARAGRAPH CONSTRUCTION 20%	The information appears to be disorganized. Paragraphing structure was not clear and sentences were not related within the paragraphs.	Information is organized, but paragraphs are not well constructed. Paragraphs included related information but were typically not constructed well.	Information is organized with well-constructed paragraphs. Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Information is very organized with well-constructed paragraphs and subheadings. All paragraphs include introductory sentence, explanations or details, & concluding sentence.
MECHANICS and Academic LANGUAGE 20%	Many grammatical, spelling, or punctuation errors. Use of slang and informal language. The paper is shorter than 8 pages (excluding the title page, abstract, reference page(s) and any figures or tables).	A few grammatical spelling or punctuation errors. Use of informal and subjective language. The paper is either shorter than 8 pages or longer than 12 pages (excluding the title page, abstract, reference page(s) and any figures or tables).	Almost no spelling, grammatical or punctuation errors. Use of formal language. The paper is 8 pages (excluding the title page, abstract, reference page(s) and any figures or tables). The paper does miss an abstract or title page.	No grammatical, spelling or punctuation errors. Appropriate use of formal and objective academic language. The paper has 8 pages (excluding the title page, abstract, reference page(s) and any figures or tables).
APA STYLE – SOURCES CITATION Code of Ethics 20%	Some sources are not accurately documented in text and reference list.	All sources (information and graphics) are accurately documented, but many are not in the desired APA format.	All sources (information and graphics) are accurately documented, but a few are not in the desired APA format.	All sources (information and graphics) are accurately cited in the desired APA format.

Professional Identity (5 points)

The American Counseling Association (ACA) is your national organization.

Become a student member and familiarize yourself with the services and

programs the ACA provides. Find the ACA at www.counseling.org. Keep your membership updated throughout your education at University of Providence. Your membership will provide liability insurance during your practicum and internship. **Turn in a copy of your ACA membership card at the end of the third week of class.**

Class Participation

This course is a lot more meaningful (and fun) with active participation and attendance. Attend all class sessions. Being present and participating in class is essential to succeeding in the course. Participation requires all students to act in a professional and respectful manner. The topics presented and discussed in class may generate vulnerable feelings on sensitive topics. It is important that you feel as comfortable, safe, and free as possible to discuss your reactions to the readings and class experiences. Please be respectful of one another's positions on various issues. Also be sensitive to confidentiality that should exist in regard to sharing of personal information.

Ethical Reaction Paper (150 points)

Students will write a 6-8 page reaction paper (excluding title page and references) on an ethical issue relevant to counseling (e.g., counseling minors without parental consent, sex with clients, counseling someone of a different faith, counseling a couple where the counselor has knowledge of an ongoing affair one partner is not disclosing, etc.). The paper will be written in APA format, 7th edition. Include at least 6 professional, peer-reviewed sources (i.e., professional journals such as the Journal of Counseling and Development). Make sure you follow **APA 7th** edition guidelines.

Rubric –Ethical Reaction Paper (MAJOR Paper)

Criteria	1 Emerging	2 Progressing	3 Proficient	4 Exemplary
SOURCES/ QUALITY of Information 10%	Used minimal academic peer-reviewed articles/professional books but some Internet links to provide information.	Used two/three academic, peer-reviewed articles & professional books but also Internet links to provide and partially support information.	Used four/six academic peer-reviewed articles/professional books but also Internet links to provide and support information.	Used eight academic peer-reviewed articles /professional books to provide and support accurate information.
ETHICAL Reaction relevant to Counseling (S2.F.1.a) (S5.C.2.i) (S5.C.2.l) (S5.C.3.c) 5%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: -Introduction to the topic -Conclusion	Integrated concepts from at least 1 cited sources to support this section. Addressed one of the issues below but not in a precise & clear manner: - Introduction to the topic - Conclusion	Integrated concepts from at least 2 cited sources to support this section. Addressed both but not precisely and clear: - Introduction to the topic - Conclusion	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Addressed all of the issues below in a precise & clear manner: - Introduction to the topic - Conclusion

<p>Counseling profession -specialty areas; including mental health counseling (S5.C.1.a) (S5.C.2.a)</p> <p>5%</p>	<p>Failed to integrate any concepts from other sources in a meaningful way to support this section.</p> <p>Addressed none of the issues below: -Describing Counseling profession and specialty area</p>	<p>Integrated concepts from at least 1 cited sources to support this section.</p> <p>Addressed one of the issues below but not in a precise & clear manner: - Describing Counseling profession and specialty area</p>	<p>Integrated concepts from at least 2 cited sources to support this section.</p> <p>Addressed both but not precisely and clearly: - Describing Counseling profession and specialty area</p>	<p>Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity.</p> <p>Addressed all of the issues below in a precise & clear manner: - Describing Counseling profession and specialty area</p>
<p>Ethical standards and Applications of Code of Ethics (S2.F.1.i) (S5.C.2.l) (S5.C.3.c) (S5.C.3.e)</p> <p>5%</p>	<p>Failed to integrate any concepts from other sources in a meaningful way to support this section.</p> <p>Addressed none of the issues below: -Applying ethical standards of profession. counseling to support your statements.</p>	<p>Integrated concepts from at least 1 cited sources to support this section.</p> <p>Addressed one of the issues below but not in a precise & clear manner: - Applying ethical standards of profession. counseling to support your statements.</p>	<p>Integrated concepts from at least 2 cited sources to support this section.</p> <p>Addressed both but not precisely and clearly: - Applying ethical standards of profession. counseling to support your statements.</p>	<p>Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity.</p> <p>Addressed all of the issues below in a precise & clear manner: - Applying ethical standards of profession. counseling to support your statements.</p>
<p>Theories and Models of multicultural counseling in clinical mental health counseling, social justice (S2.F.2b) (S5.C.2.j)</p> <p>5%</p>	<p>Failed to integrate any concepts from other sources in a meaningful way to support this section.</p> <p>Addressed none of the issues below: -Describing a Model to solve an Ethical Problem with a particular client.</p>	<p>Integrated concepts from at least 1 cited sources to support this section.</p> <p>Addressed one of the issues below but not in a precise & clear manner: - Describing a Model to solve Ethical Problem</p>	<p>Integrated concepts from at least 2 cited sources to support this section.</p> <p>Addressed both but not precisely and clearly: - Describing a Model to solve Ethical Problem</p>	<p>Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity.</p> <p>Addressed all of the issues below in a precise & clear manner: - Describing a Model to solve Ethical Problem</p>
<p>The multiple professional roles & functions of mental health counselors, relationships with integrated behavioral health care systems (S2.F.1.b) (S5.C.2.a) (S2.F.1.c) (S5.C.2.k)</p>	<p>Failed to integrate any concepts from other sources in a meaningful way to support this section.</p> <p>Addressed none of the issues below: -Describing the multiple professional roles and functions of counselors across specialty areas, and connections with possible integrated behavioral health care systems.</p>	<p>Integrated concepts from at least 1 cited sources to support this section.</p> <p>Addressed one of the issues below but not in a precise & clear manner: -Describing the multiple professional roles and functions of counselors</p>	<p>Integrated concepts from at least 2 cited sources to support this section.</p> <p>Addressed both but not precisely and clearly: -Describing the multiple professional roles and functions of counselors across specialty areas, and connections with possible integrated behavioral health care systems.</p>	<p>Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity.</p> <p>Addressed all of the issues below in a precise & clear manner: -Describing the multiple professional roles and</p>

5%		across specialty areas, and connections with possible integrated behavioral health care systems.		functions of counselors across specialty areas, and connections with possible integrated behavioral health care systems.
The role and process of advocating on behalf of the profession ; Advocacy processes that impede access, equity, & success for clients (S2.F.1.d) (S2.F.1.e)	Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: -Providing ideas how a professional counselor can advocate on behalf of the profession.	Integrated concepts from at least 1 cited sources to support this section. Addressed one of the issues below but not in a precise & clear manner: -Providing ideas how a professional counselor can advocate on behalf of the profession.	Integrated concepts from at least 2 cited sources to support this section. Addressed but not precisely and clearly: -Providing ideas how a professional counselor can advocate on behalf of the profession.	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Addressed all of the issues below in a precise & clear manner: -Providing ideas how a professional counselor can advocate on behalf of the profession.
5%				
Mental health service delivery modalities within the continuum of care appropriate for the client (S5.C.2.c)	Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: -Offering positions how a professional counselor can advocate for success of the client.	Integrated concepts from at least 1 cited sources to support this section. Addressed one of the issues below but not in a precise & clear manner: -Offering positions how a professional counselor can advocate for success of the client.	Integrated concepts from at least 2 cited sources to support this section. Addressed but not precisely and clearly: -Offering positions how a professional counselor can advocate for success of the client.	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Addressed all of the issues below in a precise & clear manner: -Offering positions how a professional counselor can advocate for success of the client.
5%				
Professional counseling organizations , and current issues (S2.F.1.f) (S5.C.2.k)	Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: -Develop a precise and convincing statement for joining professional counsel. organizations.	Integrated concepts from at least 1 cited sources to support this section. Addressed one of the issues below but not in a precise & clear manner: -Develop a precise and convincing statement for joining professional counsel. organizations.	Integrated concepts from at least 2 cited sources to support this section. Addressed but not precisely and clearly: -Develop a precise and convincing statement for joining professional counsel. organizations.	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Addressed all of the issues below in a precise & clear manner: -Develop a precise and convincing statement for joining professional counsel. organizations.
5%				
Professional counseling credentialing,	Failed to integrate any concepts from other sources in a	Integrated concepts from at least 1 cited	Integrated concepts from at least 2 cited	Integrated concepts from at least 2 cited sources to support

<p>licensure, and accreditation practices and standards, and the effects of public policy on these issues; labor market information relevant to opportunities for practice within the counseling profession (S2.F.1.g) (S2.F.1.h)</p> <p>5%</p>	<p>meaningful way to support this section.</p> <p>Addressed none of the issues below: -Explain the professional counseling licensure process</p>	<p>sources to support this section.</p> <p>Addressed one of the issues below but not in a precise & clear manner: -Explain the professional counseling licensure process</p>	<p>sources to support this section. Addressed both but not precisely and clearly: -Explain the professional counseling licensure process</p>	<p>this section. This integration flowed smoothly and showed vast creativity.</p> <p>Addressed all of the issues below in a precise & clear manner: -Explain the professional counseling licensure process</p>
<p>Technology's impact on the counseling profession (S2.F.1.j)</p> <p>5%</p>	<p>Failed to integrate any concepts from other sources in a meaningful way to support this section.</p> <p>Addressed none of the issues below: -Describe one option of using technology in the counseling profession and related ethical considerations.</p>	<p>Integrated concepts from at least 1 cited sources to support this section.</p> <p>Addressed one of the issues below but not in a precise & clear manner: -Describe one option of using technology in the counseling profession and related ethical considerations.</p>	<p>Integrated concepts from at least 2 cited sources to support this section. Addressed both but not precisely and clearly: -Describe one option of using technology in the counseling profession and related ethical considerations.</p>	<p>Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity.</p> <p>Addressed all of the issues below in a precise & clear manner: -Describe one option of using technology in the counseling profession and related ethical considerations.</p>
<p>Self-care strategies appropriate to the counselor role; strategies for personal and professional evaluation as it relates to practice (S2.F.1.i) (S2.F.1.k)</p> <p>5%</p>	<p>Failed to integrate any concepts from other sources in a meaningful way to support this section.</p> <p>Addressed none of the issues below: -Provide one self-care strategy for a counselor to promote wellness.</p>	<p>Integrated concepts from at least 1 cited sources to support this section.</p> <p>Addressed one of the issues below but not in a precise & clear manner: -Provide one self-care strategy for a counselor to promote wellness.</p>	<p>Integrated concepts from at least 2 cited sources to support this section. Addressed but not precisely and clearly: -Provide one self-care strategy for a counselor to promote wellness.</p>	<p>Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity.</p> <p>Addressed all of the issues below in a precise & clear manner: -Provide one self-care strategy for a counselor to promote wellness.</p>
<p>The role of counseling supervision in the profession (S2.F.1.m)</p> <p>5%</p>	<p>Failed to integrate any concepts from other sources in a meaningful way to support this section. Addressed none of the issues below: -Define the role of Supervision and provide one supervision model related to counseling.</p>	<p>Integrated concepts from at least 1 cited sources to support this section. Addressed one of the issues below but not in a precise & clear manner: -Define the role of Supervision and provide one supervision model related to counseling.</p>	<p>Integrated concepts from at least 2 cited sources to support this section. Addressed both but not precisely and clearly: -Define the role of Supervision and provide one supervision model related to counseling.</p>	<p>Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity.</p> <p>Addressed all of the issues below in a precise & clear manner: -Define the role of Supervision and provide</p>

				one supervision model related to counseling.
ORGANIZATION and PARAGRAPH CONSTRUCTION 10%	The information appears to be disorganized. Paragraphing structure was not clear and sentences were not related within the paragraphs.	Information is organized, but paragraphs are not well constructed. Paragraphs included related information but were typically not constructed well.	Information is organized with well-constructed paragraphs. Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Information is very organized with well-constructed paragraphs and subheadings. All paragraphs include introductory sentence, explanations or details, & concluding sentence.
MECHANICS and Academic LANGUAGE 10%	Many grammatical, spelling, or punctuation errors. Use of slang and informal language. The paper is shorter than 8 pages (excluding the title page, abstract, reference page).	A few grammatical spelling or punctuation errors. Use of informal & subjective language. The paper is either shorter than 8 pages or longer than 12 pages (excluding the title page, abstract, reference page).	Almost no spelling, grammatical or punctuation errors. Use of formal language. The paper is 8 pages (excluding the title page, abstract, reference page). The paper does miss an abstract or title page.	No grammatical, spelling or punctuation errors. Appropriate use of formal and objective academic language. The paper has 8 pages (excluding the title page, abstract, reference page).
APA STYLE – SOURCES CITATION Code of Ethics 10%	Some sources are not accurately documented in text and reference list.	All sources (information and graphics) are accurately documented, but many are not in the desired APA format.	All sources (information and graphics) are accurately documented, but a few are not in the desired APA format.	All sources (information and graphics) are accurately cited in the desired APA format.

Presentation (45 points)

Each student will prepare a presentation on a professional counseling organization. Examples include:

Professional organizations outside of ACA: AMHCA (mental health counselors), AAMFT (family therapy).

ACA Interest Networks: Sports Counseling, Forensic Counseling.

ACA Divisions: ACES, IAMFC (family therapy), ASCA (school counselors), ASERVIC (spirituality and religion) & many more.

Presentations will be 5 minutes, will be a narrated PowerPoint and posted on Moodle that all students in the course will have access to. view. Every student must do a different organization.

Rubric – Presentation

Criteria	1 least Emerging	2 Progressing	3 Proficient	4 Exemplary
SOURCES / QUALITY of Information Understanding prof. counseling organizations, incl. membership benefits, activities, services to members, and	Insufficient quality of information to present a professional counseling organization(s), including membership benefits, activities, services to members, and current issues	Sufficient quality of information to present a professional counseling organization(s), including membership benefits, activities, services to members, and current issues	High quality of information to present a professional counseling organization(s), including membership benefits, activities, services to members, and current issues	Exemplary information to present a professional counseling organization(s), including membership benefits, activities, services to members, and current issues. Content is comprehensive and precise portrayed.

current issues; explain the historical context within mental health (S2.F.1.f) (S5.C.2.k) (S5.C.1.a) 30%				
POWER POINT presentation SLIDES 30%	Insufficiently outlines: Slides and handouts had spelling, grammatical or punctuation errors. Font size and design was not professional and accurate.	Sufficiently outlines: Slides had almost no spelling, grammatical or punctuation errors. Font size and design was partially professional and accurate.	Proficient outlines: Slides were without grammatical spelling but some punctuation errors. Font size and design was mainly professional and accurate.	Successfully outlines: Slides were without grammatical spelling or punctuation errors. Font size and design was professional and accurate.
PRESENTATION Skills 40%	Insufficient time management (<12 min). Inappropriate time for each part of the presentation. Lacked in 3 or > areas: Presented with professional dress, effective voice volume, voice pace, language skills, eye-contact, free speech/own words, body language & enthusiasm.	Sufficient time management (>18 min). Appropriate time for each part of the presentation. Lacked in 1 to 2 areas: Presented with professional dress, effective voice volume, voice pace, language skills, eye-contact, free speech/own words, body language & enthusiasm.	Proficient time management (15 min). Appropriate time for each part of the presentation. Fulfilled most areas: Presented with professional dress, effective voice volume, voice pace, language skills, eye-contact, free speech/own words, body language & enthusiasm.	Excellent time management (15 min). Appropriate time for each part of the presentation. Fulfilled all areas: Presented with professional dress, effective voice volume, voice pace, language skills, eye-contact, free speech/own words, body language & enthusiasm.

Grading

Weekly Moodle Posts and Responses	300 points
Media Analysis (2 x 50)	100 points
Ethical Reaction Paper	150 points
Exams (2 x 100)	200 points
Presentation	45 points
Professional Identity (joining ACA)	5 points
Class Participation (contribution and preparation)	200 points
Total	1000 points

Percentage of points needed for each letter grade (provided student has attended all 4 live class sessions):

- A = >= 90%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = 0 – 59%

Late or Missed Work Policy

Late assignments will be penalized ten percent per day the assignment is late.

Attendance Policy

UP Policy:

“Students are expected to attend all classes and complete all assigned work. Attendance includes logging on a minimum of 3 times per week for on-line courses. The specific attendance and grading policy for each class is determined by the instructor and is listed in the course syllabus. Students who miss classes due to participation in University sanctioned events are required to make up any work or assignments they have missed in an equitable manner determined by the instructor and should not have their grade affected by the absence itself. In isolated cases involving family or medical emergencies, students are encouraged to speak with their instructors. Instructors may require documentation of family or medical emergencies.” (UP Catalog: “Academic Policies”)

Due to the nature of discussions involved in this class, it is important that we respect each other’s opinions and values. You are expected to participate in classroom and online discussions in such a manner as to maximize learning for yourself and your classmates while maintaining a safe environment for open and free expression of ideas by adhering to professional guidelines becoming of a counselor.

Basic Ground Rules:

- Value differences
- Disagree respectfully
- Laugh with each other – not at each other
- Maintain confidentiality
- Have consideration for opinions other than your own
- No one dominates – everyone participates
- Keep an open mind – seek to understand others’ viewpoints
- Avoid labeling, name calling, and absolute or dogmatic statements
- Repeated failure to adhere to the ground rules clearly laid out in this syllabus constitutes failure to meet the stipulations for entrance into the upper level of the MSC program by exhibiting behavior unacceptable for a counselor.

Academic Misconduct

This course is conducted in accord with the University's Code of Academic Integrity. If you are unfamiliar with the code, please obtain a copy and adhere to it. It is imperative that you familiarize yourself with the code. Violators will be penalized. Ignorance is no excuse. When in doubt, check with your instructor prior to assignment completion.

“Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct. Such acts include:

Cheating: use or attempted use of unauthorized material or the work of another student in any academic assignment, paper or examination.

Plagiarism: representation of another's work as one's own. This includes the unauthorized and unacknowledged use of the phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both.

The course instructor is the initial judge of whether a student is guilty of academic misconduct. Should a student disagree with an instructor's judgment, the student may appeal the instructor's decision by following the "Academic Related Appeals Process" on page xxi of the UP Catalog.

The minimum penalty for an act of academic misconduct shall be a grade of "F" (failure) on the paper, assignment or examination involved. More severe penalties may be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of "F" (failure) for the course. Copies of plagiarized work will be placed on file with the Coordinator of Student Faculty Relations. Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion." (*UP Catalog: "Academic Policies"*)

Provision for Special Needs

Accommodation for documented disabilities: If you have a documented disability and would like the professor to make accommodations, visit with a Disability Counselor in the Center for Academic Excellence or call 406-791-5212.

Policy on Diversity:

University-level education is about broadening horizons and looking at academic issues from a variety of perspectives. Participants in this class are encouraged to bring their own life experiences and viewpoints to bear on classroom discussions and assignments and be respectful of other viewpoints in the process.

Academic Support Centers

This is a great, FREE resource for students.

- Mathematics Center here
- Writing & Critical Thinking Center
- Disability Services
- Academic Success Center

I encourage you to check out their website for more information.

<http://www.UP.edu/Academics/AcademicSupportCenters/tabid/95/Default.aspx>

Counseling Service

To promote the growth and mental well-being of MSC students, the University of Providence has contracted with mental health service providers. Counseling services can be accessed by calling (406) 252-1315.

The Grid - Goals & Objectives from the University

Master degree requirement	Competency objectives CACREP Standards	MSC 500 (Professional Orientation and Ethics): Behavioral/course objectives	Assessment / Measurements
Reflective Learning: To apply major theoretical perspectives in their field of study to real-life cases and to reflect on these applications	History & philosophy of the counseling profession and its specialty areas. (S2.F.1.a) Professional counseling organizations. (S2.F.1.f) Theories & Models of counseling (S2.F.2.b)	1. Evaluate and apply psychological principles to personal, social, and organizational ethics.	Moodle forum participation R&H, Ch.1, Introduction G&H, Ch.1, Who are Counselors (S2.F.1.a, S2.F.5.f) ETHICAL Reaction Paper
	Multiple functions of counselors across specialty areas, and integrated health care systems. (S2.F.1.b) Role and process of the professional counselor advocating on behalf of the profession. (S2.F.1.d)	2. Demonstrate the ability to weight evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of counseling as a science.	Moodle forum participation R&H, Ch.2, Prof. Identity of Counselors – (S2.F.1.b, S2.F.1.d) Live class participation (Class activities, group work) ETHICAL Reaction Paper
	Advocacy processes include institutional and social barriers that impede clients' success. (S2.F.1.e) Professional counseling organizations and current issues. (S2.F.1.f)	9. Develop acquaintance of the knowledge and skills necessary for becoming a professional counselor.	Reading R&H, Ch.3, Ethical Practice, Multicultural Competence Live class participation (Class activities, group work, debates) – (S2.F.1.e) Moodle forum participation G&H, Ch.4, Develop – (S2.F.1.f) ETHICAL Reaction Paper
	Role of the professional counselor advocating on behalf of the profession (S2.F.1.d) Technology's impact on the counseling profession. (S2.F.1.j) Ethical & culturally relevant strategies for establishing in-person & technology-assisted relationships. (S2.F.5.d) Impact of technology on the counseling process. (S2.F.5.e)	3. Demonstrate the ability to use technology appropriate to the practice of counseling and understand the impact of technology on the counseling profession.	Moodle forum participation R&H, Ch.10, Technology in Counseling, (S2.F.1.j, S2.F.5.d, S2.F.5.e) Media Analysis in Moodle – Movie (50 points) – (S2.F.1.d, S2.F.1.j, S2.F.1.i) ETHICAL Reaction Paper
	Professional counseling (PC) credentialing, including certification, licensure, &	6. Develop realistic ideas about how to implement their counseling knowledge, skills, and values in	Moodle forum participation G&H, Ch.3, Training of Counselors – (S2.F.1.g)

	<p>accreditation practices and standards. (S2.F.1.g) Ethical standards & legal considerations. (S2.F.1.i)</p>	<p>occupational pursuits in a variety of settings.</p>	<p>ETHICAL Reaction Paper</p>
	<p>Multicultural and pluralistic characteristics among diverse groups (S2.F.2.a) Theories & models of multicultural counseling, cultural identity development, and social justice and advocacy (S2.F.2.b) Multicultural counseling competencies. (S2.F.2.c)</p>	<p>7. Develop indulgence of the cultural context of relationships, issues and trends in a multicultural and diverse society.</p>	<p>Moodle forum participation R&H, Ch.3, Ethical Practice, Multicultural Competence of Counselors – (S2.F.2.a, S2.F.2.b, S2.F.2.c)</p> <p>Live class participation (Class activities, group work, reflection biases) ETHICAL Reaction Paper</p>
	<p>The impact of heritage/attitudes/beliefs/understandings, and acculturative experiences on an individual's views of others. (S2.F.2.d) Effects of power and privilege for counselors & clients (S2.F.2.e) Help-seeking behaviors of diverse clients (S2.F.2.f) Impact of spiritual beliefs on clients' and counselors' worldviews (S2.F.2.g)</p>	<p>8. Appraise the nature and needs of individuals at all developmental levels, of various abilities, exceptionalities, and environments</p>	<p>Moodle forum participation G&H, Ch.2, What do Counselors Do? – (S2.F.2.d) G&H, Ch.10, Counselors Work in a Diverse Society? – (S2.F.2.d) R&H, Ch.5&6, Confidentiality & Privileged Comm. – (S2.F.2.e) G&H, Ch.6, Confident. (S2.F.2.e) R&H, Ch.13, Professional Relationships, (S2.F.2.e) R&H, Ch.14, Issues in Counselor Education, (S2.F.2.f) G&H, Ch.12, Legal & Ethical Decisions – (S2.F.2.f)</p>
	<p>Perspectives about assessment & tests in counseling. (S2.F.7.a) Assessing risk of aggression /danger to others, self-inflicted harm, or suicide. (S2.F.7.c)</p>	<p>5. Demonstrate knowledge and analyzing of the many reasons for their own and others' behaviors, and be able to apply effective strategies for self-management and self-improvement (especially in relation to ethics).</p>	<p>Moodle forum participation Article Assessment in Counseling (S2.F.7.a), G&H, Ch.8, Counseling Session (S2.F.7.c)</p>
<p>Reflective Practice: To reflect and act on one's own ideas, analyses, values, and personal and organizational interests in relation to one's field of study</p>	<p>Ethical & culturally relevant strategies for establishing & maintaining in-person and technology-ass. relationships.(S2.F.5.d)</p>	<p>4. Communicate effectively in a variety of formats, including written assignments and written/oral discussions.</p>	<p>Moodle forum participation R&H, Ch.10, Technology in Counseling, (S2.F.5.d)</p>
	<p>Technology's impact on the counseling profession. (S2.F.1.j) Understanding ethical standards of professional counseling and apply ethical and legal considerations. (S2.F.1.i) Role of the professional counselor advocating on behalf of the profession (S2.F.1.d) Professional counseling organizations. (S2.F.1.f)</p>	<p>10. Develop a broadly based professional identity.</p>	<p>Moodle forum participation R&H, Ch.4, Client Rights and Counselors Responsibilities - G&H, Ch.5, Responsibilities of Graduate Students – (S2.F.1.i)</p> <p>ACA Membership Card (S2.F.1.f)</p> <p>Media Analysis in Moodle – TV (50 points) –</p>

			(S2.F.1.j), (S2.F.1.i), (S2.F.1.d) Examination – Midterm Paper Ethical standards & Applications of Code of Ethics (ACA) (S2.F.1.i) ETHICAL Reaction Paper
	Impact of technology on the counseling process. (S2.F.5.e)	3. Demonstrate the ability to use technology appropriate to the practice of counseling and understand the impact of technology on the counseling profession.	Moodle forum participation R&H, Ch.10, Technology in Counseling, (S2.F.5.e)
	Self-care strategies appropriate to the counselor role. (S2.F.1.l) The role of counseling supervision in the profession. (S2.F.1.m)	12. Analyze various options of self-care and supervision in the counseling profession.	Moodle forum participation G&H, Ch.13, Personal Wellness for Counselors – (S2.F.1.l) R&H, Ch.15, Supervision & Consultation, (S2.F.1.m) ETHICAL Reaction Paper
	Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research/ program evaluation. (S2.F.8.j)	11. Thoughtful consideration of career development and related life factors and the career counseling processes, techniques, and resources	Moodle forum participation G&H, Ch.14, Counseling Today G&H, Ch.7, How Counselors Use Research – (S2.F.8.j) Live class participation (Class activities, debate)
Reflective Scholarship: Understand the major theoretical perspectives within their field of study	Ethical and culturally relevant strategies for research/ program evaluation. (S2.F.8.j) Ethical standards and legal considerations. (S2.F.1.i)	13. Develop acquaintance with ethical strategies for conducting and interpreting research and/or program evaluation.	Moodle forum participation R&H, Ch.16, Professional Writing & Research, (S2.F.8.j) ETHICAL Reaction Paper (S2.F.1.i)
	Theories of individual and family development across the lifespan. (S2.F.3.a) Ethical and culturally relevant strategies for promoting resilience and wellness across the lifespan. (S2.F.3.i) Ethical standards and legal considerations. (S2.F.1.i)	7. Develop indulgence of the cultural context of relationships, issues and trends in a multicultural and diverse society.	Moodle forum participation G&H, Ch.6, How Do Counselors Use Theories – (S2.F.3.a) G&H, Ch.8, Counseling Session (S2.F.3.i) Examination – Midterm Paper Ethical standards & Applications of Code of Ethics (ACA) (S2.F.1.i) Examination – Final Paper Ethical standards & Applications of Code of Ethics (ACA) (S2.F.1.i) ETHICAL Reaction Paper (S2.F.1.i)

COURSE SCHEDULE

Date	Readings	TOPICS - Readings	CACREP Standards
WEEK 1 Aug 28 – Sep 1	R&H, Ch.1 G&Y, Ch.1	Introduction History of Counseling, Who are Counselors?	S2.F.1.a S2.F.5.f
WEEK 2 Sep 05 – Sep 08	R&H, Ch. 2 G&Y, Ch. 2	Professional Identity of Counselors What Do Counselors Do?	S2.F.1.b, S2.F.1.d, S2.F.2.d, S2.F.3.i, S5.C.2.a
WEEK 3 Sep 11 – Sep 15	R&H, Ch. 3 G&Y, Ch. 3 G&Y, Ch. 4	Ethical Practice, Multicultural Competence and Social Justice. How are Counselors Trained & Regulated? How Do Counselors Develop?	S2.F.2.a, S2.F.2.b, S2.F.2.c S2.F.1.g, S2.F.1.f,
WEEK 4 Sep 18 – Sep 22	R&H, Ch. 4 G&Y, Ch. 5 G&Y, Ch. 6	Client Rights and Counselor Responsibilities How Do Counseling Students Get the Most from Their Graduate Programs? Confidentiality & Privileged Communication	S2.F.1.i, S2.F.2.e,
WEEK 5 Sep 25 – Sep 29	R&H, Ch. 5 R&H, Ch. 6 G&Y, Ch. 6 DUE	Confidentiality & Privileged Communication Records and Subpoenas How Do Counselors Use Theories? Media post October 1st 2023	S2.F.3.a, S2.F.5.a, S2.F.8.j, S5.C.2.m
WEEK 6 Oct 02 – Oct 06	G&Y, Ch. 8 R&H, Ch. 8	What Happens in a Counseling Session? Malpractice and Resolving Legal and Ethical Challenges	S2.F.2.e, S2.F.2.g, S2.F.2.h, S2.F.7.c, S2.F.3.i, S5.C.3.c
WEEK 7 Oct 09 – Oct 13	R&H, Ch. 9 R&H, Ch. 11 G&Y, Ch. 9 DUE	Boundary Issues Counseling Children & Vulnerable Adults Where does Counseling Take Place? Ethical Reaction Paper October 15th 2023	
WEEK 8 Oct 16 – Oct 20	R&H, Ch. 12 G&Y, Ch. 10	Counseling Families and Groups How Do Counselors work in a Diverse Society?	S2.F.3.a, S2.F.2.d, S2.F.3.i,
WEEK 9 Oct 23 – Oct 27	Fall Break – No Class DUE	Mid-Term Essay October 29th 2023	
WEEK 10 Oct 30 – Nov 03	R&H, Ch. 7 G&Y, Ch. 11	Competence, Assessment, and Diagnosis / Evaluations How Do Counselors Collect and Use Assessment Information?	
WEEK 11 Nov 06– Nov 10	R&H, Ch. 13 R&H, Ch. 14 G&Y, Ch. 12	Professional Relationships, Private Practice, and Health Care Plans Issues in Counselor Education (Issues in Mental Health Counseling: Policy and Legislation)	S2.F.1.k, S2.F.7.a, S2.F.2.h, S2.F.2.h, S2.F.7.m,

		How Do Counselors Make Legal and Ethical Decisions?	
WEEK 12 Nov 13 – Nov 17	R&H, Ch. 15 G&Y, Ch. 13	Supervision and Consultation, How Do Counselors Maintain Their Personal Wellness?	S2.F.2.e, S2.F.2.f, S2.F.2.f, S5.C.2.i
WEEK 13 Nov 20 – Nov 21	R&H, Ch. 16 G&Y, Ch. 7	Professional Writing, Conducting Research How Do Counselors Use Research? Thanksgiving Nov 22-24 Campus Closed.	S2.F.1.m, S2.F.1.l S2.F.1.b
WEEK 14 Nov 27 – Dec 01	ACA Advocacy R&H, Ch. 10 DUE	Advocating for Clients Technology in Counseling Student presentation Due Dec 3rd 2023	S2.F.8.j S5.C.3.e
WEEK 15 Dec 04 – Dec 08	G&Y, Ch. 14 DUE	Counseling Tomorrow Working on Final Examination Final Essay Examination Due Dec. 10th 2023	S2.F.1.j, S2.F.5.d, S2.F.5.e,
WEEK 16 Dec 11– Dec 15		Finals Week	

R&H = Remley & Herlihy text
G&Y = Granello & Young text