



Missouri State
U N I V E R S I T Y

PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE IN SCHOOL AND MENTAL HEALTH COUNSELING (COU 703)

INSTRUCTOR INFORMATION:

Instructor Name:

Email:

STUDENT SUCCESS AND INCLUSIVITY:

At Missouri State University we are committed to your success and the creation of an environment where all students are welcome. As a community of learners, we acknowledge the value in the engagement and exchange of ideas with individuals, whose backgrounds may be different than our own.

A key element to your success as a student is to actively engage in the course activities, with your peers, and me - your instructor. If you anticipate or experience academic barriers during the course, contact me right away so we can discuss options for addressing those barriers. Missouri State University (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to persons with temporary and permanent disabilities, to students facing mental health or other personal challenges, and to students with other kinds of learning challenges. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

- [Disability Resource Center](#)
- [Counseling Center](#)
- [Multicultural Center](#)
- [Academic Advising & Transfer Center](#)

COUNSELING PROGRAM OBJECTIVES

Knowledge. Students will demonstrate appropriate breadth and depth of knowledge and comprehension in the areas of culturally relevant service, prevention, treatment, referral, and program management associated with the broader field of counseling as well as the selected specialty (i.e., mental health or school counseling).

Clinical Skills. Students will demonstrate meaningful, therapeutic alliances that utilize culturally sensitive appraisal and assessment techniques for working with individuals and groups in a culturally pluralistic world.

Research and Appraisal. Students will demonstrate analytical knowledge and skills for appraising and contributing to professional counseling literature and program evaluation in selected specialty areas ((i.e., mental health or school counseling).

Professional Dispositions. Students will conduct themselves in accordance with the highest ethical standards and values of professional counseling and develop an understanding of oneself and the use of self in the counseling process.

Specialty Areas. Students will demonstrate appropriate breadths and depth of knowledge and skills in their respective specialty areas (i.e., mental health or school counseling).

DEFINITION OF COUNSELING: Recently ACA and 28 other Counseling Organizations adopted the following definition: “Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

REFLECTIVE COUNSELING PRACTICE: The Counseling Programs are committed to providing students with opportunities for self-reflection as those practices are congruent with the beliefs of the Professional Education Unit at Missouri State University and constitute the cornerstone of modern professionalism. Self-reflective practice requires openness, awareness, honesty, self-analysis, problem solving, conflict resolution, tolerance, and responsibility. These personal attributes and skills are crucial to the development of excellence in our schools and community agencies serving a diverse, multicultural society.

COURSE DESCRIPTION:

An introduction and overview of the history, philosophy, and function of the counselor in elementary schools, secondary schools, clinical mental health settings, and other community agency settings. Includes an examination of service population characteristics and treatment needs, intervention modalities and approaches, professional identity, and related topics with a significant focus on ethical standards and issues. School counselors' various roles as counselor, consultant, and coordinator, professional identity, and legal issues are also included. 3(3-0) D

METHODS OF INSTRUCTION:

Didactic In-Person: This course is a “traditional” learning style in the classroom. Methods involved in this form of student-centered approach include small group discussion, problem-based learning, reflective writing, and contemplative work as well as skills practice and report writing.

COURSE MATERIALS:

Required Texts:

Corey, G., Corey, M., & Corey, C. (2019). *Issues & Ethics in the Helping Professions* (10th ed.). Boston MA: Cengage Learning. (CCC)

Kottler, J. & Shepard, D. (2015). *Introduction to Counseling: Voices from the Field* (8th ed). Mason, OH: Cengage Learning. (K)

ACA Ethical Code of Ethics and Standards of Practice. Alexandria, VA: American Counseling Association. (also available on the ACA website): <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

ASCA Ethical Standards for School Counselors.

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Current Research Articles in Course:

Arredondo, P., Tovar-Blank, Z. G., & Parham, T. A. (2008). Challenges and Promises of Becoming a Culturally Competent Counselor in a Sociopolitical Era of Change and Empowerment. *Journal of Counseling & Development*, 86(3), 261–268. <https://doi.org/10.1002/j.1556-6678.2008.tb00508.x>

Fong, M. L., & Borders, L. D. (1997). Becoming a counselor: A longitudinal study of student.. *Counselor Education & Supervision*, 37(2), 100. <https://doi.org/10.1002/j.1556-6978.1997.tb00536.x>

Haight, M. G., & Shaughnessy, M. F. (2006). An Interview with Samuel T. Gladding: Thoughts on Becoming a Counselor. *Journal of Counseling & Development*, 84(1), 114–119.

Kaplan, D. M., Francis, P. C., Hermann, M. A., Baca, J. V., Goodnough, G. E., Hodges, S., Spurgeon, S. L., & Wade, M. E. (2017). New Concepts in the 2014 ACA Code of Ethics. *Journal of Counseling & Development*, 95(1), 110–120. <https://doi.org/10.1002/jcad.12122>

Matise, M. (2021). Healer or Healing? An Exploratory Analysis of Becoming a Counselor. *Journal of Asia Pacific Counseling*, 11(2), 1–16. <https://doi.org/10.18401/2021.11.2.1>

MSU COUNSELING PROGRAM SYLLABUS MATRIX

This course is designed to meet certain content standards for accreditation adopted by the Council for Accreditation of Counseling and Educational Related Programs (CACREP) 2016 standards. As such, CACREP standards covered in the course, goals, learning outcomes, learning objectives, curricular activities, and curricular assessments are displayed below:

THEMES	LEARNING OBJECTIVES	CACREP STANDARDS (2016)	LEARNING ACTIVITIES	LEARNING OUTCOMES	EVALUATION TOOLS
Introduction/overview of the history, philosophy, and roles/functions of the counselor across settings (elementary, secondary schools, clinical mental health settings, and other community agency settings)	history and philosophy of the counseling profession and its specialty areas; 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; counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams; the role of counseling supervision in the profession; theories, models, and strategies for understanding and practicing consultation	2.F.1.a	--provide an overview of the profession of counseling as it is practiced in a variety of mental health delivery systems. --examine the historical development of counseling, including its philosophical, psychological, and sociological underpinnings. --impact of diversity on the delivery of mental health services. --roles and functions of counselors in a variety of community settings, both public and private. --importance of self-awareness and self-development will be stressed.	Students will learn the history, philosophy, roles and functions of a professional counselor in a variety of settings. Students will demonstrate self-awareness about their entry into the counseling profession and ethical alignment with professional counselor characteristics.	Class Participation
		2.F.1.b			Special Topic Presentation, Ethical Dilemma Paper, Journals
		2.F.1.c			Special Topic Presentation, Ethical Dilemma Paper
					Ethical Dilemma Paper

		2.F.1.m.			
		2.F.5.g.			
Counselor Roles and Advocacy for Profession and for students/clients	the role and process of the professional counselor advocating on behalf of the profession; professional counseling organizations, including membership benefits, activities, services to members, and current issues; professional organizations, preparation standards, and credentials relevant to the practice of school counseling, and clinical mental health counseling; advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy; school counselor roles as leaders, advocates, and systems change agents in P-12 schools; competencies to advocate for school counseling roles; techniques to foster collaboration and teamwork within schools	2.F.1.d. 2.F.1.f. 5.G.2.l. 5.G.2.k. 2.F.1.e. 2.F.4.g.	-interviews with community professionals; class discussion about roles and overlaps.	Students will begin to develop and articulate their identity as a professional counselor, in alignment with professional codes of ethics. Students will explore their responsibilities to advocate for the profession and their students/clients.	Professional Organization Website Reflection Paper Special Topic Presentation, Professional Organization Website Reflection Paper Participation Reflections and Ethical Dilemma Paper Participation Reflections and Ethical Dilemma Paper

		5.G.2.a.			
		5.G.2.f.			
		5.G.3.l.			
Special topics for contemporary counseling practice	technology's impact on the counseling profession, and process; community resources and referral sources	2.F.1.j 2.F.5.e. 5.G.2.k.	--Students research and present contemporary topics related to the professional practice of counseling, and will provide community resources and referral sources.	Students will explore an overview of contemporary professional topics and will develop lists of community resources and referral sources.	Special Topic Presentation; Class Participation; Professional Organization Website Reflection Paper
Legal/Ethical Practice	multicultural counseling competencies; self-care strategies appropriate to the counselor role; legislation and government policy relevant to clinical mental health counseling; legal and ethical considerations specific to clinical mental health counseling, and to school counseling	2.F.2.c 2.F.1.l. 5.C.2.i 5.C.2.l., 5.G.2.n.	--professional ethical and legal standards pertinent to the profession of counseling	Students will understand the legal and ethical requirements related to professional counseling in a variety of settings (school and community), and will be able to articulate and apply an ethical decision making model.	Ethical Dilemma Paper; Class Participation, Journals;

Key Performance Indicator (KPI): Ethical Dilemma Exploration Paper

DESE Matrix Knowledge & Competency Area	DESE Matrix Descriptor(s)
A.1.b.i	Program Implementation; Structural Components
A.1.b.iii.	Program Implementation; Technology
A.1.d.ii.	Leadership and Advocacy; Leadership and Professionalism
A.1.c.iv.	Professional Relationships; School and Community Involvement
A.1.e.i.	Ethical and Professional Conduct; Ethical Standards
A.1.e.iii.	Ethical and Professional Conduct; District and School Policies
A.1.e.iv.	Ethical and Professional Conduct; Legal Requirements

COURSE EXPECTATIONS:

Attendance and Engagement Policy. For synchronous class meetings, regular on-time attendance is essential in this class. Your contribution is important to the professional growth of yourself and others, and class discussions/experiences cannot be replicated. If an emergency arises that will prevent you from being in class, particularly those related to communicable illness, contact the instructor as quickly as possible by email and we will work on accommodations. You retain responsibility for asking a peer or your instructor for assistance if materials are not clear. Due dates are firm, unless accommodations are made, and late assignments will not be accepted for course credit. *Reasonable accommodations will be made for students whose absence from class resulted from: 1) participation in University-sanctioned activities and programs; 2) personal illness; or 3) family and/or other compelling circumstances.*

Missing Class If You Are Sick: While missing class is usually not advisable, it is important to stay home when sick to avoid the spread of communicable illness. If you are sick or not feeling well, please do not come to class but rather seek medical attention from your doctor or at Magers Health and Wellness Center. They can provide you a medical excuse and advise you when it is safe to return to class. Contact your instructor to let them know that you are sick and will not be in class. By working with your instructor, you will be able to keep up with readings and assignments through the Blackboard course site.

Technology: The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer's capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](#) on the Missouri State University website. It is strongly recommended that, in addition to your standard means of access, you have an alternative plan for acquiring course materials, should your computer fail to function, or your Internet connectivity becomes disrupted. The MSU campus library is an excellent option if it is nearby; otherwise, most public libraries offer Internet access. If you have a laptop computer, then familiarity with local "hotspots" might also serve you well. It is your responsibility to actively and proactively address technical problems, therefore, develop a plan to address technical problems before they arise. If you need assistance with Blackboard the MSU helpdesk can be reached by phone at 417-836-5891 or by emailing HelpDesk@MissouriState.edu. You can also visit the [Help Desk website](#) for a live chat option.

Blackboard. We will utilize Blackboard throughout the semester. I will use the announcements tool to post information about the course as the semester progresses. All course assessments will be submitted through Blackboard (this includes any written assignments, quizzes, tests, etc.), and should be **uploaded in PDF format only**. You will also have access to view your grades through the My Grades link so you can stay up to date on how you are doing in the course. If you are unfamiliar with how to use Blackboard, I recommend reviewing the [Blackboard Basics for Students](#) on the Computer Services Knowledge Base. **Blackboard Ally:** To help ensure you have access to your digital learning materials in formats that work for your different devices, learning needs, and preferences, Blackboard includes a new tool called Ally. Explore the [Accessibility website](#) to learn more.

Classroom Expectations for Students using Digital Learning Platforms: Students using a digital learning platform (Zoom, Blackboard, Teams) should maintain professional, focused behavior while in class. Be aware that the instructor and other students are observing your behavior. Successful students find that consistently using a distraction-free, well-lit, "study area" works best. Unprofessional behavior such as attending class while driving, lying in bed or stretched out on the couch, eating, playing with children or pets; or multi-tasking including texting, or working with other documents or apps while attending class using

Zoom or Teams contributes to poor performance and is unprofessional. Students who engage in unprofessional behavior while using Zoom or Teams technology will be reminded of these expectations privately one time. If the behavior continues, this will be reflected in assessment of their professional dispositions, and related grading policies for participation will apply.

Digital Delivery Netiquette

- I. Make sure you have a camera so that you can be seen through video when possible. Experiment with your lighting so that your face can be seen, especially for breakout sessions.
- II. Be aware of what/who is behind you and any other sounds in the area. Choose the quietest space available and mute yourself when you are not talking. Use earphones or buds when feasible.
- III. All participants should dress appropriately, as you would for class.
- IV. Use the chat box for comments, and the Q&A section for questions, or raise your hand for questions that involve discussion with the entire class.
- v. Please do not engage in other activities on your computer during class, since research shows that our brains cannot multitask.

Participation in Asynchronous and Synchronous Learning: Participation in experiential learning, case studies, and class discussions is required. Each student is expected to treat each person with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student questions demonstrating grasp of materials to be handed in at the end of class. (Substantive contributions based on readings and class experiences, raising questions that demonstrate either the student’s areas of confusion or the depth of the student’s understanding and a furthering of the topics at hand.) Each person has something important to contribute to the collective learning in our class experience, so it is the expectation that each student will participate in class discussions. Here are some “ground rules” participation:

1. Breathe and settle your body when conversations are tough. A Mindful approach to learning has been correlated with an increase in cultural consciousness (Anderson & Blisard, 2013).
2. Be open to learning, perhaps from a new perspective than you have previously considered, especially when it comes to systems-level analysis of our society. Try to move outside your comfort zone.
3. Be fully present and be an active participant. Use “I” language and speak from your own experience.
4. Respect each person’s right to be heard and to have their own experience that may differ from yours.
5. Listen to others before responding.
6. Don’t mistake your discomfort of feeling ideas challenged as a lack of safety—we will aim for “Brave” space of mutual respect for each other’s humanity while we strive to understand the impact of individual and group experiences as future counselors.
7. Be responsible for your own growth and development. Notice your own reactions and become curious about them as a source of deeper understanding.
8. Do not judge another person’s feelings, and do not mistake your feelings for “fact”; the goal is truly hearing and understanding. Be soft on people and hard on the barriers to understanding.
9. Be gentle with yourself and others as we all learn and grow.

Student Engagement: Participation and questions are expected in class discussions. It is the responsibility of each of us to treat each other with respect, even when there are differences in

experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student worksheets or exit tickets demonstrating grasp of materials will be handed in at the end of class or posted to Blackboard. Student engagement and understanding attained from worksheets or exit surveys should demonstrate your depth of understanding of the material and a furthering of the topic at hand.)

Expectations for Written Work . Students are expected to have read required materials prior to class. These readings are complementary and cumulative and will be used as a basis for all class activities, including quizzes. My expectation is that we will build upon the readings and develop higher-order applications of the concepts: analyzing, evaluating, creating (Anderson, Krathwol & Bloom, 2001), rather than simply review the readings, so your preparation is critical. We will have guest speakers, watch films and have discussions or participation activities (graded) meant to build on the readings. If you don't understand concepts in the book or want discussion, it is up to you to initiate that conversation!

All written projects are expected to adhere to the proper use of grammar, spelling and word choice, use of nonsexist and culturally sensitive language, as well as proper acknowledgment of quotations and citations. Journals are less formal stylistically but should use proper grammar and respectful language. Assignments in this class do not require APA style for formatting sections. Instead, please use the assigned prompts in the paper itself (single spaced) and write your response below them (double spaced). All written work should demonstrate graduate-level thought and analysis (see comments regarding Bloom's revised taxonomy in #7 above), and should reflect understanding and integration of course materials and process. If you need assistance, please don't hesitate to consult the Missouri State University writing lab and the "Bear Claw" in the library. For help with APA style: https://owl.purdue.edu/owl/purdue_owl.html

Plagiarism or cheating of any form will not be tolerated (see Academic Integrity and all other University policies [here](#)):

Key Performance Indicator Policy: A key performance indicator measures your performance in either a CACREP common core area or specialty area (clinical mental health counseling or school counseling). Failure to demonstrate proficiency on a Key Performance Indicator Assignment requires for you to re-do the assignment. If one is unable to demonstrate competency after a second review, one is required to retake the course to ensure that successful demonstration of knowledge and skill in the related area is achieved.

STUDENT OUTCOME TOOLS

1. Professionalism and Class Participation (100 points total)

Becoming a professional counselor means assuming responsibility for not only yours and your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, we expect you to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes things like confidentiality and respect in your presentations; respect for colleagues, clients, faculty and others in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, assignments and activities; timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; and so forth. Participation in all class sessions (online and face-to-face) and requirements to receive maximum points.

Participation means:

(a) contributing to class discussion/discussion boards through comments that reflect knowledge of assigned readings, assignments, rubric feedback, and personal thoughts.

(b) taking part in class activities and displaying an openness for growth and reflective counseling practices (See Reflective Counseling Practices Statement).

1. Students are expected to have read required materials for each weekly course module. These readings will be used as a basis for lectures, discussion, exams, and other class activities.
2. Assignments are due on the dates noted on the syllabus. The instructor reserves the right to refuse or deduct points from any papers not delivered by the time they are specified as due.

(These first three requirements relate to the development of professionalism and academic respect.)

2. Special Topic Presentation (100 points) (CACREP 2016 standards covered as part of this assignment: 2.F.1.j., 2.F.5.e., 5.G.2.k., 2.F.1.a., 2.F.1.b., 2.F.1.c., 2.F.1.m., 2.F.5.g., 2.F.1.d., 2.F.1.f., 5.G.2.a., 5.G.2.k., S.f.1.e., 2.F.4.g., 5.G.2.a., 5.G.2.f., 5.G.3.l): -- Students will select an area of interest within the counseling profession. Topics must be approved. Each student is expected to interview a professional in the community with experience/expertise in this area. I encourage you to still utilize social distancing during this process, as virtual interviews are allowed due to our circumstances. Each pair will be required to create a presentation on the topic, supplying the instructor and classmates with an outline and a list of resources including books, manuals, organizations, local contacts, and websites. The resource list and presentation should include at least two (2) articles from refereed journals, accessible through PsychINFO. This presentation will be worth 100 points.

3. Professional Organization Website Reflection Paper (100 points) - (CACREP 2016 standards covered as part of this assignment: 2.F.1.a., 2.F.1.b., 2.F.1.c., 2.F.1.m., 2.F.5.g.): Clinical Mental Health Counseling Students should consider joining the American Counseling Association (ACA) and School Counseling Students should consider joining the American School Counselor Association (ASCA). Students are encouraged to explore membership in additional professional organizations as discussed in class. Students will explore a professional organization's website and printed materials, then submit a 3-page reflection reviewing their findings related to: benefits of membership, activities and resources available, and current professional issues impacting counselors both nationwide and statewide. The Professional Organization Website Reflection Paper will be worth 100 points.

4. Ethical Dilemma Exploration Paper (Key Performance Indicator 100 points) – (CACREP 2016 standards covered as part of this assignment: 2.F.1.j., 2.F.5.e., 5.G.2.k., 2.F.1.a., 2.F.1.b., 2.F.1.c., 2.F.1.m., 2.F.5.g., 2.F.1.d., 2.F.1.f., 5.G.2.a., 5.G.2.k., S.f.1.e., 2.F.4.g., 5.G.2.a., 5.G.2.f., 5.G.3.l, 5.C.2.l.): Students will be assigned an ethical dilemma to explore and are expected to write a reflection on how it may be resolved, citing the appropriate and relevant ethical codes. The Ethical Dilemma Paper will be worth 100 points and will be submitted to Blackboard. This assignment is considered the KPI for Professional Orientation and Ethics- CACREP requirement.

5. Journals (20 points each) - (CACREP 2016 standards covered as part of this assignment: 2.F.1.j., 2.F.5.e., 5.G.2.k., 2.F.1.a., 2.F.1.b., 2.F.1.c., 2.F.1.m., 2.F.5.g., 2.F.1.d., 2.F.1.f., 5.G.2.a., 5.G.2.k., S.f.1.e., 2.F.4.g., 5.G.2.a., 5.G.2.f., 5.G.3.l, 5.C.2.l.): Students will be required to write 2-page reflections (in APA style) throughout the semester with topics provided during class each week assigned. Each entry should be a thoughtful integration of the assigned readings (cite the book or other reading!) and the student's personal reflections/experience. Typed entries should be 2 full pages each entry. The journal entries will be worth a total of 200 points.

6. Midterm and Final Examinations. (200 points each) (CACREP 2016 standards covered as part of this assignment: 2.F.1.j., 2.F.5.e., 5.G.2.k., 2.F.1.a., 2.F.1.b., 2.F.1.c., 2.F.1.m., 2.F.5.g., 2.F.1.d., 2.F.1.f., 5.G.2.a., 5.G.2.k., S.f.1.e., 2.F.4.g., 5.G.2.a., 5.G.2.f., 5.G.3.l, 5.C.2.1.): The Midterm and Final Exams will be worth 200 points each (combined total of 400 points). Plagiarism or cheating of any form will not be tolerated (Academic Integrity policy below).

COURSE GRADING:

1. Professionalism & class participation	100
2. Professional Organization Website Reflection Paper	100
3. Special topic presentation	100
4. Ethical Decision Making Model (EDMM)	100
5. Personal philosophy paper	100
6. Journals	200 (20 each)
7. Midterm and final (multiple choice/short answer)	<u>400</u> (200 each)
Total possible points:	1000

Guidelines for All Papers in this course

All papers must be typewritten and double-spaced with 1-inch margins on all sides. Use a 12-point font size and an easy-to-read font style. Graduate level writing is expected in APA 7th edition format. Papers should reflect knowledge of course information, depth of thought, and clear expression of ideas. Paper organization and writing technique (grammar, spelling, etc.) are important. An appointment can be made with staff at the Writing Center in Cheek Hall for help with writing.

NOTE: The assignments, points, and any schedule on this Syllabus are subject to change. The syllabus and course related materials are not for redistribution electronically, digitally, or any other format. They are specifically and solely for the use of students enrolled in the listed course.

COURSE GRADING:

Grading for the course (COU 703) will be based on an accumulation of points awarded for the various assignments, activities and exams as follows:

1. Professionalism & class participation	100
2. Professional Organization Website Reflection Paper	100
3. Special topic presentation	100
4. Ethical decision-making paper (Key Performance Indicator)	100
5. Journals	200
6. Midterm and final (multiple choice/short answer)	<u>400</u>
<i>Total possible points:</i>	<i>1000</i>

GRADING SCALE:

Final grades will be determined using the total points you earned during the semester: 93.00% or higher = A; 90.00% to 92.99% = A-; 87.00% to 89.99% = B+; 83.00%-86.99% = B; 80.00% to 82.99% = B-; 77.00% to 79.99% = C+; 73.00% to 76.99% = C; 70.00% to 72.99% = C-; 67.00% to 69.99% = D+; 60.00% to 66.99% = D; 59.99% or lower = F

NOTE: The instructor of this course reserves the right to revise and/or change this syllabus as needed throughout the course of the semester. The assignments, points, and any schedule on this Syllabus are subject to change. The syllabus and other course materials are not for redistribution electronically,

digitally, or any other format. They are specifically and solely for the use of students enrolled in the listed course.

UNIVERSITY POLICIES:

The purpose of the [University Syllabus Policy Statements](#) is to support teaching and learning on the Missouri State campus. The established policies are in place to ensure that students, faculty, and staff may pursue academic endeavors with as few obstacles as possible.

As a student at Missouri State University, you are a part of the university community therefore, you are responsible for familiarizing yourself with the [University Syllabus Policy Statements](#). These policies cover topics such as nondiscrimination, disability accommodation, academic integrity, among many others. For program and course specific policies please refer to the individual course syllabus provided by your instructor.

COPYRIGHT AND RECORDING

Class lectures are protected by copyright law and constitute the intellectual property of the faculty member. Accordingly, students are not permitted to record lectures or other class activities unless they have received an approved disability accommodation authorizing such recording, or they have obtained permission from the faculty member prior to recording. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9). The faculty member, however, reserves the right to record lectures or other class activities, and may make any such recordings available to student who have missed a lecture or activity due to illness or another excused reason.

SUICIDE PREVENTION, AVAILABLE SUICIDE PROGRAMS AND RELATED PROCEDURES:

In accordance with Missouri law (Mo. Rev. Stat. §173.1200), Missouri State has established a new policy regarding Suicide Prevention, Available Suicide Programs and Related Procedures. The Suicide Prevention Resource Policy can be found at the following link:

https://www.missouristate.edu/policy/Op1_08-suicide-prevention-available-suicide-programs-and-related-procedures.htm

COPYRIGHT & FAIR USE STATEMENT

This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available in an effort to explain issues relevant to the course or to illustrate the use and benefits of an educational tool. The material contained in this course is distributed without profit for research and educational purposes. Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a 'fair use' of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law). In other cases, materials reflect the instructor's original intellectual work, including games, models and other educational tools. These have implied copyright whether previously published or not. If you wish to use any material from this course for purposes of your own that go beyond 'fair use', you must obtain expressed permission from the copyright owner.

DISABILITY ACCOMMODATION POLICY FOR STUDENTS

MSU perceives students with disabilities as a valued identity group and integral to our campus diversity. We strive to proactively create usable, equitable, inclusive learning environments. However, due to the design of a University course or program, students with disabilities may experience barriers to their full and meaningful participation. When this occurs students should request an environmental or course

adaptation through the process outlined below. It is the policy of Missouri State University to comply with all applicable federal and state laws prohibiting disability discrimination.

The Disability Resource Center (DRC) is the University office responsible for the evaluation and implementation of reasonable accommodations based on a disability. The DRC provides resources and collaborates with all students with disabilities. The DRC is the entry point for all disability resources and accommodations for the Springfield Campus. Students interested in receiving a reasonable accommodation must contact the DRC information: Meyer Library, Suite 111, 417-836-4192 (voice) or 417-836-6792 (TTY), MissouriState.edu/Disability.

On the West Plains and Mountain Grove Campuses, students should contact the Advisement and Academic Coaching Center for Empowering Student Success (AACCESS), 128 Garfield, 417-255-7222, WPAACCESS@MissouriState.edu.

Requesting Accommodations

Students with disabilities who experience or anticipate barriers to their participation are encouraged to request accommodations by going through the following process. Students should request accommodations as soon as a barrier to participation is anticipated as accommodations cannot be provided retroactively. Distance learning students should follow this same accommodation process. Students with disabilities should contact the DRC for an appointment. The purpose of the appointment is to discuss the barriers the student has experienced or anticipates. Students should then complete the online [request for accommodation form](#) and submit it. Students may also fill out a hardcopy form through the appropriate resource office.

COURSE CALENDAR: TOPICS, ASSIGNMENTS AND CACREP STANDARDS

Statement of Flexibility: Please note that the course calendar, my office hours, removing or altering assignments in advance of their due date, etc. are subject to change due to inclement weather, student needs, instructional delays, etc. I will communicate any changes that may occur in class (when possible) and through the course announcements on Blackboard.

Week	Date	Readings	Module/ Topic	2016 CACREP Standards	Assignment/Activites
1		Visit counseling-related organization websites listed at the end of Appendix A (in syllabus) AND Missouri website for the Committee for Professional Counselors. Take special note of the depth of the ACA & ASCA websites, especially the "knowledge" and "competencies" sections. Be prepared to show your knowledge in class exercises and discussions.	M1: Welcome to Class	2.F.1.f: professional counseling organizations, including membership benefits, activities, services to members, and current issues 5.c.2.k: professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling 5.G.2.l: professional organizations, preparation standards, and credentials relevant to the practice of school counseling	Introductions, Syllabus Review, Blackboard, Introduction to Class expectations, Intro to the Subject How to find supplemental readings and articles Activities due: Introductions in Discussion Board
2		Text Readings (Kottler & Shepard): CH 2 Foundations of Counseling CH 3 Settings for Counselors Supplemental Reading: Gibson, D. M., Dollarhide, C. T., & Moss, J. M. (2010).	M2: Who are Counselors and What is our professional identity?	2.F.1.a: history and philosophy of the counseling profession and its specialty areas 2.F.1.b: the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation 2.F.1.c: counselors' roles and responsibilities as	

				members of interdisciplinary community outreach and emergency management response teams 2.F.1.m: the role of counseling supervision in the profession	
3		Text Reading (K & S): CH 1 What Counseling Is and How it Works CH 4 The Therapeutic Relationship Supplemental Readings: Levitt, D. H., & Jacques, J.D. (2005) Greason, P. B., & Cashwell, C. S. (2009)	M3: What is Counseling?	2.F.1.b: the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	*Due next week: Article Reflection 1 (upload to Blackboard)
4		Text Readings (K & S): CH 13 Counseling Diverse Clients Supplemental Reading: Watt, Curtis, Drurnmond, Kellogg, Lozano, Nicoli, & Rosas (2009)	M4: Intro to Diversity & Multicultural Counseling	2.F.1.e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients 2.F.2.c: multicultural counseling competencies 2.F.4.g: strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	Activity due: Article Reflection 1 Discussion Board 1 Assigned: answer/ respond 2 questions
5		Text Readings (K & S): CH 5 Insight Oriented Approaches CH 6 Action Oriented Approaches	M5: Intro to Theories of Counseling	2.F.5.c: theories, models, and strategies for understanding and practicing consultation	

		CH 7 Integrating Theory and Counseling Skills Supplemental Reading: Bartley (2007)			
6		Text Reading (K & S): CH 9 Group Counseling CH 10, 11,& 12 Counseling Specialties Supplemental Readings: Blount, A. J., Bjornsen, A. L., & Moore, M. M. (2018)	M6: Intro to Specialists: Group & Others	2.F.1.b: the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation 2.F.1.c: counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams 2.F.1.m: the role of counseling supervision in the profession 2.F.4.g: strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy 5.G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools 5.G.3.l: techniques to foster collaboration and teamwork within schools	Supplemental Activity Go to the website for Millard South High School in Omaha, NE. Enter the "Counseling Center" through the sidebar and browse the information contained there. Finally, enter "the Career Corner" through the link within the Counseling Center. Look at the career assessments and take the <i>Career Interests Game</i> to find your own Holland classification. (CACREP Core 5d) Search the Association for Specialists in Group Work website for group counselor competency

				5.G.2.k: community resources and referral sources	
7		<p>Text Reading (K & S): CH 8 Testing, Assessment & Diagnosis in Counseling</p> <p>Supplemental Readings: Jones, K.D. (2010) Miller, R., & Prosek, E. A. (2013) Toporek, R. L., Lewis, J. A., & Crethar, H. C. (2009) Huber, C.H., & Savage, T.A. (2009)</p>	M7: Intro to Diagnosis & Advocacy	<p>2.F.1.e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</p> <p>2.F.1.d: the role and process of the professional counselor advocating on behalf of the profession</p> <p>2.F.4.g: strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy</p> <p>5.G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools</p> <p>5.G.2.f: competencies to advocate for school counseling roles</p>	Assignment Due: Midterm Exam Assigned!!!!
8		<p>Text Reading: CH 14 Legal & Ethical Issues (K & S) CH 1: Introduction to Professional Ethics (CCC) CH8: Professional Competence & Training (CCC)</p> <p>Supplemental Readings: Ponton, R. F., & Duba, J. D. (2009). ACA Code of Ethics (pdf in BB) ASCA Code of Ethics (pdf in BB)</p>	M8: Intro to Ethics!	<p>2.F.1.a: history and philosophy of the counseling profession and its specialty areas</p> <p>2.F.1.f: professional counseling organizations, including membership benefits, activities, services to members, and current issues</p> <p>5.c.2.k: professional organizations, preparation standards, and credentials relevant</p>	Assignment Due: Discussion Board 2 & Article Reflection 2

				to the practice of clinical mental health counseling 5.G.2.l: professional organizations, preparation standards, and credentials relevant to the practice of school counseling	
9		<p>Text Reading (CCC): CH 2: The Counselor as a Person and as a Professional CH 3: Values and the Helping Relationship</p> <p>Supplemental Readings: Rainone, N. A., Watts, L. L., Mulhearn, T. J., McIntosh, T. J., & Medeiros, K. E. (2020)</p>	M9: Professional Identity versus Personal Identity	<p>2.F.1.b: the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation</p> <p>2.F.1.m: the role of counseling supervision in the profession</p>	
10		<p>Text Reading (CCC): Chapter 5: Client Rights and Counselor Responsibilities Chapter 6: Confidentiality: Ethical and Legal Issues Chapter 7: Managing Boundaries and Multiple Relationships</p> <p>Supplemental Readings: Bar, M., Fish, E., & Mendlovic, S. (2020)</p>	M10: Client Rights & Teletherapy	<p>2.F.1.j: technology's impact on the counseling profession</p> <p>2.F.5.e: the impact of technology on the counseling process</p> <p>5.C.2.i: legislation and government policy relevant to clinical mental health counseling</p> <p>5.C.2.l: legal and ethical considerations specific to clinical mental health counseling</p> <p>5.G.2.n: legal and ethical considerations specific to school counseling</p>	
11		Text Reading (CCC):	M11: Multicultural	2.F.1.e: advocacy processes needed to	

		Chapter 4: Multicultural Perspectives and Diversity Issues Chapter 13: Community and Social Justice Perspectives Supplemental Readings: Hailes, H. P., Ceccolini, C. J., Gutowski, E., & Liang, B. (2020)	Perspectives and Social Justice	address institutional and social barriers that impede access, equity, and success for clients 2.F.2.c: multicultural counseling competencies 2.F.4.g: strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	
12		Text Reading (CCC): Chapter 10: Issues in Theory and Practice Chapter 9: Ethical Issues in Supervision Supplemental Readings: Sommer, C. A., Ward, J. E., & Scofield, T. (2010)	M12: Ethical Issues in Theory & Practice	2.F.1.m: the role of counseling supervision in the profession 2.F.1.c: counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams 2.F.5.c: theories, models, and strategies for understanding and practicing consultation	
13		Text Reading (CCC): Chapter 11: Ethical Issues in Couples and Family Therapy Chapter 12: Ethical Issues in Group Work Supplemental Readings: McDowell, T., Goessling, K., & Melendez, T. (2012)	M13: Ethical Issues in Specialists' Work (Couples, Group, etc)	5.C.2.i: legislation and government policy relevant to clinical mental health counseling 5.C.2.l: legal and ethical considerations specific to clinical mental health counseling	
14			Break	2.F.1.l: self-care strategies appropriate to the counselor role	Enjoy, Rest, and Rejuvenate.
15		Text Reading: Chap 15: Toward Closure: Advice	M14: Personal & Professional	2.F.1.l: self-care strategies appropriate to the counselor role	

		for the Passionately Committed Counseling Student (K &S) Supplemental Readings: Myers, J.E, Sweeney, T.J, & Witmer, J.M. (2000) Testa, D., & Sangganjanavanich, V. F. (2016)	Wellness in Counseling		
16			M15: Last Class Wrap-Up & Presentations		Last Class Wrap-up & Professional Counselor Interview Presentations Assignments due: Student presentations Final discussion
			Study Day		