



40 Avon St., Keene, NH, 03431

**PYD 6010: PROFESSIONAL ORIENTATION
& ETHICS-MASTER SYLLABUS**

Clinical Mental Health Counseling Program
Applied Psychology Department

Instructor:
Email:
Phone:
Office Hours: By Appointment

Term/Year:
Dates:
Meeting Day/Times: Online.
Credit Hours: 3

Email communication occurs through our official Antioch email accounts. Students are expected to check their Antioch email accounts daily and communicate with faculty and staff only through their Antioch email. For more information: https://aura.antioch.edu/policies_800/3/

Prerequisite(s): Student must be admitted to the AUNE Clinical Mental Health Counseling graduate program.

Course Description: This course focuses on professional orientation and ethical practice in counseling. Counseling students will be introduced to their professional disciplines through the examination of licensure and credentialing standards, as well as the professional organizations under which they will practice. This course will cover professional writing using APA format. Additionally, students will understand ethical practice through ethical codes of professional counseling organizations (ACA and its divisions). Legal issues in counseling and the role of advocacy and social justice as they apply to ethics and the law will be understood.

Required Readings:

Cohen E. D., & Cohen, G. S. (2019). *Counseling ethics for the 21st century: A case-based guide to virtuous practice*. Los Angeles, CA: Sage. [ISBN 9781506345475]

American Counseling Association. (2014). *ACA code of ethics*. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>.

Additional journal articles and videos, as noted throughout course.

Overview of Teaching Methods: Lecture material; readings and videos; discussion forums; self-reflection for integration through journal writing or expressive arts activities; written assignments; and, self-assessment tools, such as quizzes.

CMHC Student Learning Outcomes:

Program Objective/Student Learning Outcome # 1: Students will demonstrate principles and standards of professional ethics in counseling and ethical decision-making informed by social justice.

CACREP Course Standards:

Full details on the 2016 CACREP standards can be found at:

<http://www.cacrep.org/for-programs/2016-cacrep-standards>

See Course Schedule for specific standards covered in this course.

Antioch Evaluative Criteria and Credit Policy

Overall, students will be evaluated, according to the Antioch Evaluative Descriptors see the Academic Catalog <https://www.antioch.edu/new-england/wp-content/uploads/sites/6/2017/09/AUNE-2017-2018-Academic-Catalog.pdf> on the following criteria:

Class participation as demonstrated by

- active engagement with the learning process in discussions appropriate contribution of relevant examples from readings, life experiences
- preparation for class by reading and assignments completed
- collegial interactions with faculty and peers
- informed, relevant and respectful participation in class discussions

Mastery of the course content includes

- increasing development of the attitudes, skills, knowledge, and behaviors of a beginning counselor
- analytical, critical, and cogent discussion of the course materials
- demonstrated in-depth understanding of course subject material

Documentation

- graduate level writing and communication
- accurate use of APA style
- professional presentation of core concepts and critical analyses
- writing reflecting depth of thought and integration of course material
- All written assignments must be typed and the font should be equivalent to Times Roman 12 point in size. Margins should be one inch. Typing should be double spaced. All papers and references should follow APA 6th edition format.

Overall Course Performance

- A summative category

For each of these dimensions one of the following Evaluations will be given, see the rubric linked below:

<https://www.antioch.edu/new-england/wp-content/uploads/sites/6/2017/05/Evaluative-Descriptors-Courses.pdf>

A class participation/discussion rubric and rubrics for each assignment are available via Sakai/Engage.

Percentages Matched to Antioch Evaluative System		
Range		Category
100.00%	96.00%	Outstanding

95.99%	90.00%	Excellent
89.99%	85.00%	Very Good
84.99%	80.00%	Good
79.99%	70.00%	Satisfactory
69.99%	0.00%	Unsatisfactory

Outstanding, Excellent, Very Good, Good are evaluations expectations for graduate level work

More information on Antioch University Final Evaluation and Credit Policy can be located at https://aura.antioch.edu/policies_500_2x/14/

CMHC Final Evaluative Criteria and Credit Policy

For the CMHC program, students must receive an Overall Evaluation of “***Good***” or ***better*** in all courses in order to receive credit. Students who do not earn a “***Good***” or ***better*** will be required to retake the course.

CMHC Late Work Policy

It is the student’s responsibility to turn in assignments on the scheduled due date, per the course schedule. A deduction of **5 points per day** will be deducted for late assignments. Assignments will not be accepted beyond one week from the due date.

Discussion Board posts will be accepted 48 hours after the due date, however, late points will be applied, per the Discussion Board Rubric (available in course).

In the event of an emergency, you should contact your professor, in advance or ASAP, in order for an extension to be considered. Any extension of time that is granted by the instructor is not an automatic right and will require appropriate documentation.

CMHC Incomplete Policy

On rare occasions (e.g., medical or family emergencies), students might find completing their coursework within the given semester extremely challenging. If students cannot complete the required work by the due date they may request an extension for assignment, which will result in an incomplete grade from their instructor. This extension of time is granted by the instructor and is not an automatic right. The following must occur before an extension is granted: 1) appropriate written documentation, 2) requested submitted in writing to instructor before the due date; and 3) the student must be able to maintain active participation in class attendance and discussion in addition to any partnered work. **(Students who cannot maintain class attendance/participation will not be able to receive credit for the course).**

If approved, the work will be due at least two weeks before the end of the following term (or earlier) on the date agreed upon between the student and the instructor. According to Satisfactory Academic Progress policy, grades of Incomplete are counted against SAP calculation and may place students on Academic Warning.

Individual faculty members do not have the authority to award extended time beyond the final due date. If an incomplete grade is not submitted by the deadline, it will be changed to a No

Credit. Students would then need to register for the class again to earn the credit. For more information please visit the Academic Catalog:
<https://www.antioch.edu/new-england/wp-content/uploads/sites/6/2017/09/AUNE-2017-2018-Academic-Catalog.pdf>

CMHC Professional Dispositions Evaluations

Students are expected to adhere to and demonstrate the following specific professional dispositions *at all times* during their education at Antioch. Students will be formally assessed for these dispositions at different points in their CMHC program. These dispositions reflect the behaviors, beliefs, and attitudes expected for professional counselors. The following were drawn from the American Counseling Association (ACA) *Code of Ethics* (2014) and best practice guidelines, as well as the counseling research literature.

CMHC Professional Dispositions

1. Openness to new ideas.
2. Flexibility in interpersonal interactions.
3. Cooperation with others.
4. Willingness to accept and integrate feedback.
5. Awareness of own impact on others.
6. Ability to effectively manage conflict.
7. Ability to accept personal responsibility.
8. Ability to communicate effectively and appropriately.
9. Demonstration of ethical and legal responsibilities.
10. Initiative and investment in the students' education.
11. Multicultural and social justice competence.
12. Adherence to all policies and procedures.

Any student not adhering to the professional dispositions in one or more of these areas will result in a student review meeting. The outcome of this meeting may include a remediation plan, a leave of absence from the CMHC program, or dismissal from the CMHC program.

Standards of Behavior for Online Course Meetings

Students meeting via Zoom or other web-conferencing for class/group supervision should treat the environment as if it were face-to-face. Students should dress, act, and exhibit similar professional mannerisms as they would in any physical classroom. There should be limited distractions (e.g., people, pets, food, etc.) to reduce interruption of student participation. When students are meeting with faculty or peers for class projects, they should find a private area to participate via Zoom. In clinical courses, confidentiality must be strictly followed.

CMHC Attendance Policy

Because student's attendance and participation are essential to the learning process, students are expected to attend class every week. On the Keene campus, students who miss *more than two (2)* class meetings during a 15-week semester cannot receive credit for the class. For the online campus, a student is considered absent if they do not log in during a 7-day period **and/or** do not complete work in a given week. Students on the online campus will not receive credit for courses if they have *more than two (2)* absences in a 15-week semester. Students are responsible for

initiating a conversation with the instructor regarding all absences, preferably before the absences as occurred.

Antioch University Policies

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others.

All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy and the Student Conduct Policy. To access academic, student, and other university policies are available online:

https://aura.antioch.edu/au_policies/

Confidentiality

Confidentiality is expected. We will occasionally deal with very personal and sensitive matters, as well as client/case information. It is imperative that we engage in a respectful dialogue, even when we disagree. Please remember that any case material referred to during this course is confidential, as is personal information shared within the course. Please see the *ACA Code of Ethics* for more information: <https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

Academic Dishonesty and Plagiarism

As a community of scholar-practitioners, Antioch New England promotes the principles of academic integrity. Accordingly, plagiarism and other forms of academic dishonesty are grounds for disciplinary measures. "Plagiarize" is defined in Webster's New Collegiate Dictionary as "...to steal and pass off (the ideas and words of others) as one's own; to use (a credited production) without crediting the source; to present as new and original an idea or product from an existing source..." Plagiarizing includes not only taking direct quotes from written or oral sources without citation, but also paraphrasing others' ideas. The *ACA Code of Ethics (2014) Standard G.5.b. Plagiarism* acknowledges *Counselors do not plagiarize; that is, they do not present another person's work as their own.*

Students found to have plagiarized or engaged in other acts of academic dishonesty will receive a "no credit" for the course and may be subject to other disciplinary sanctions through regular academic department and institutional procedures for misconduct, including probation or disenrollment.

Reasonable Accommodation for Students with Disabilities

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services.

Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information and support, please contact the Antioch University Disability Support Services Coordinator for the New England campus: Francine Zipperstein, 603-283-2438, fzipperstein@antioch.edu

Support for Writing and Presentations

The AUNE Writing Center, located in the library, offers free peer support for all parts of the writing process, including brainstorming and starting an assignment; organizing and structuring a draft; revising at the paragraph and sentence level; polishing near-final work; integrating your sources, and more. The AUNE Writing Center also supports Power Points, Prezis, Resumes, Cover Letters, and CVs.

Support from the AUNE Writing Center is available via face-to-face, phone, or skype sessions. You can see our schedule, make appointments, and access resources at the Writing Center website: <https://www.antioch.edu/new-england/resources/students/writing-center/>

For written feedback on writing, you can submit your work to the Virtual Writing Center, which operates out of Antioch Seattle and is available to all AU students. You can submit a paper to the VWC and will receive a response within 24-48 hours.

<https://www.antioch.edu/resources/students/virtual-writing-center/>

Support for Research & Audiovisual Services

The AUNE Library offers research support, both face-to-face and long-distance via telephone, email, G chat, Zoom, and Skype. Your librarian, Rachel Sperling, is available weekdays 9 - 4:30 EST and by appointment to discuss topics, research strategies, citation management, and more.

For more information about the AUNE Library, visit our website: <https://www.antioch.edu/new-england/resources/students/library/>

In addition to books, DVDs, and journals, the library has a large collection of audiovisual equipment available for checkout. For a complete list of AV equipment and borrowing guidelines, visit this libraries homepage (use link above).

Inclement Weather Policy

Inclement Weather Policy. In the event of emergent weather conditions (e.g., power outages, snow storms, natural disasters, etc.) impacting the ability of a synchronous or face-to-face class to be held, students can expect any combination of the following learning activities: Zoom meeting, recorded lectures, PowerPoint presentations, videos, online discussion, small group activities. Instructors may provide more detail at the time of an emergent event. For more information about Antioch's Inclement Weather Policy please use this link:

<https://www.antioch.edu/new-england/resources/safety-security/campus-services/weather-related-closings/>

Audio or Video Recording of Classes

Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the Guidelines for Lecture Capture and Audio/Video Recording. You can follow the link below to access these guidelines:

https://docs.google.com/document/d/1zmhGts_3iZS1YmI78WegeQcCf3TedxB6jdGt4Oj4rw/edit?pli=1

The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

Diversity & Inclusion Statement and Civility Pledge

Diversity and Inclusion Statement

The Applied Psychology Department is committed to building a learning community where diverse perspectives are welcome, respected, and regarded as valuable resources for enriching and strengthening our capacity for empathy, reflection, and critical thinking. While the course materials and experiential activities presented in the course are intended to be inclusive of historically underrepresented voices, overt and covert biases of privileged views may still be dominant. We encourage you to offer any suggestions to enhance a more inclusive, comprehensive learning environment especially for those whose voices have been marginalized.

Civility Pledge

I acknowledge that racism, sexism, heterosexism, classism, ableism, ageism, nativism, and other forms of interpersonal and institutionalized forms of oppression exist. I will do my best to better understand my own privileged and marginalized identities and the power that these afford me. I will keep an open mind, listen, and respect everyone. I will share personal experiences in the context of the course topic. I understand that what I share is kept confidential unless otherwise agreed upon. I trust that I am not regarded as a representative spokesperson for a given group of people. If I feel my coursework is being impacted by my experiences, I will reach out to my professors, peers, Department Chair.

Course Assignments

Discussion Forums [40% of overall course evaluation]. Discussion board forums will be open on Sundays at 12:01 AM ET each week. Join the weekly discussion by making your initial post of 400-450 words by 11:55 PM ET on Thursdays. Your answer should state your point of view on the question, supported by the required readings, and your experience. Further, review the postings of your classmates and respond thoughtfully to at least one of them by 11:55 PM ET on Sundays. Compose your response of 200-250 words to demonstrate both that you understand your classmate's position and also that you can apply the reading material appropriately. Posts made 48 hours after the due date will not be graded. Please review the *Discussion Board Rubric* for more details.

Assignments [60% of overall course evaluation]. All assignments are due on Sundays. Submit each assignment through the submission tab in Engage/Sakai. A rubric for each assignment is provided. Be sure to review it closely and address all the requirements. Follow APA formatting (e.g., title and reference page, use of headings, double spaced, 12-point Times New Roman font, in-text citations, etc.). A title and reference pages are in addition to the page length requirement outlined below.

Assignment: Professional Membership Paper (50 points) [2.F.1.d&f;5.C.2.k]

The purpose of this assignment is to help you become familiar with the various professional organizations and the benefits of professional membership in the counseling profession.

Go to the American Counseling Association (ACA) website (www.counseling.org) and review the benefits of being an ACA member. Then compare and contrast two of the 19 divisions (e.g., AMHCA, ALGBTIC, AMCD, ASERVIC, etc.) within ACA. Discuss the benefits, activities, and advocacy opportunities present within ACA and at least two divisions. Joining ACA and obtaining liability insurance during practicum and internship is a requirement while in school, discuss the pros and cons of continued membership after graduation. Write a 2-page paper about this activity, answering all the prompts above, using your textbook and other references, and following APA formatting. *Due by 11:55 PM ET on Sunday.*

Assignment: Informed Consent Statement (100 points) [2.F.1.i;5.C.2.a,i,&l]

The purpose of this assignment is to provide you with an opportunity to practice and conceptualize the importance of informed consents in the counseling profession.

You will create a 2 page double-spaced informed consent statement to use for practice during your experiential field work. It is to include the following:

- Scope of practice
- Limits of confidentiality (i.e., suicidality, homicidality, and court mandated).
- Client rights and responsibilities
- Applicable laws (i.e., age of consent and mandatory reporter).
- Cancellation policies
- Clinical supervisor and contact information (e.g., use your instructor's information if you do not have a site supervisor for practicum).
- Emergency contacts (e.g., agency crisis line, community crisis line, national crisis line, and 911).
- Handling complaints (e.g., you, your supervisor, and the licensing board contact information). *Due by 11:55 PM ET on Sunday*

Assignment: Ethical Decision-Making Group Project (150 points) [2.F.1.i]The purpose of this assignment is to provide you with an opportunity to implement an ethical decision-making model, collaborate with your peers, and apply ethical and legal considerations in counseling.

You will be randomly divided into small groups by your instructor to discuss a case study involving an ethical dilemma. You will be required to meet via Zoom or in person for at least one hour to work on this project.

Prior to meeting in your small group, review the ethical case studies available online in Engage/Sakai. In your small group, decide on which case interests the group the most. Submit a request for that case to your instructor for approval, only one group per case. If your group is having difficulty selecting a case study, email your instructor to be assigned one. Once you have your group has been approved to work on a case, you will meet via Zoom to work through the case together.

Using an ethical decision-making model, you will:

- identify the key problem or dilemma
- identify the potential issues involved
- review and reference the relevant ethical codes specific to ACA and AMHCA
- reference the applicable laws and regulations if appropriate
- obtain consultation as needed
- consider possible courses of action
- enumerate the consequences of various decisions
- present the best course of action and rationale for this decision

As a group write a 5-page paper about this activity, answering all the prompts above, using your textbook and other references, and following APA formatting. It is recommended that students use Google Docs to share and work on the written paper together.

One student from the group will submit the final paper, with all students' names listed under which section they contributed. **Another student** will record a 5-10-minute summary of the group's response to their case and post in the discussion for the other groups to review. **Every student** will respond to at least one other group's response. All students must contribute equally to the group project. *Due by 11:55 PM ET on Sunday.*

Assignment: Licensing Paper (100 points) [2.F.1.g;5.C.2.i]

The purpose of this assignment is to familiarize you with the licensing and credential process for professional counselors.

Locate the licensing/credentialing requirements for a state in which you plan to practice as a counselor. Write a summary of educational, experiential (i.e., practicum and internship requirements), and supervision requirements. Also note and distinguish the difference between clinical hour & clock hour requirements, the application requirements, and national exam information for your state. Include an outline of a detailed plan for how to meet these requirements. Write a 4-page paper about this activity, answering all the prompts above, using your textbook and other references, and following APA formatting. *Due by 11:55 PM ET on Sunday.*

Assignment 6: Mandatory Reporting Requirements (50 points) [2.F.1.i;5.C.2.i&l]

The purpose of this assignment is to aid in your understanding of mandatory reporting laws in the state you wish to become a licensed professional counselor.

Each student is to locate the regulations for mandatory reporting in the state in which you plan to obtain your license or complete your internship in a table format following APA guidelines in a Word document. For this assignment summarize any incident that requires you to report to the authorities (i.e., child abuse, elder abuse, suicidality, and homicidality). Also include your state's requirement on reporting HIV/AIDS status. *Due by 11:55 PM ET on Sunday.*

Assignment: Technology & Counseling Paper (100 points) [2.F.1.j;2.F.5.e]

The purpose of this assignment is to help you consider the impact of technology on the counseling profession and the counseling relationship.

This is a two-part paper to include the following sections:

Section 1: My Social Media Presence: Unintended Consequences (2 pages)

Section 2: The Impact of Technology on the Counseling Process & Profession (2 pages)

Part 1:

Search your social media presence. Google yourself and search other social media searches – at least three sites. Consider the following: Facebook, Pinterest, Twitter, YouTube, Snapchat, Instagram, Flickr, Reddit, Meetup, Tumbler, etc. Be sure to explain which sites you searched and why.

What did you find? What are your reactions to this? How do you feel about clients seeing the information, pictures, and/or videos of you? What changes might you make, regarding information accessible to the general public about you as you begin to create your professional identity? What does the professional literature indicate about best practices regarding social media and the counselor role?

Part 2:

Consider how technology may impact the counseling process and overall profession. Specifically, how does accessibility through technology and social media impacts the counselor-client relationship? What would you do if a client sent you a friend request or ask to follow you on a social media platform? How would you respond if a client sent you a private message via social media? What steps would you take if a client in crisis contacted you via social media or text message? Consider how will you address the use of technology with the clients you serve? Finally, explore how technology, in general, impacts the counseling profession (e.g., internet, computers, smart phones, messaging apps).

Write a 4-page paper about this activity, answering all the prompts above, using your textbook and other references, and following APA formatting. *Due by 11:55 PM ET on Sunday.*

Assignment: Practicum Site Search & Potential Employment Paper (150 points) [2.F.1.h; 5.C.2,i,l,k]

The purpose of this assignment is to orient you to potential site placements and potential employers upon graduation from the program. This is a 2 (two) part assignment.

Part 1:

You just started the program, but it is already time to start looking into potential practicum and internship sites as most students will complete practicum in their 2nd year. For this assignment, you will conduct a web search locating five (5) potential practicum/internship sites in your area.

Please note: You are not permitted to contact these sites unless you have successfully completed your *candidacy exam*. Instead indicate what you know about each site based on the information presented on their website. After researching each site's website. Be sure to address all following prompts:

- 1) List the name of site, address, phone number, and website for each of the five sites you found.
- 2) Provide a description of what services are provided at each site (i.e., what population do they serve, do they offer individual, group, couple, family counseling, assessment or combination of each, etc.).
- 3) Discuss your interest for each site and how it will contribute to your professional growth and development (e.g., population, proximity, variety of experiences, etc.) What preferences do you have for practicum/internship I vs internship II and III?
- 4) Discuss the overall CACREP requirements that must be provided at an approved site. (Be sure to cite the standard) from the *CACREP 2016 Standards* document provided in Engage/Sakai.
 - a) Providing counseling students with the opportunity to have individual and group counseling sessions with clients (e.g., students must co-lead 50% of the session or lead the session 100% on their own; observation only does not count towards direct hours).
 - b) Total number of direct and indirect hours (differs between practicum and internship).
 - c) Allowing students to audio or video record with clients.
 - d) Having weekly individual clinical supervision with a licensed professional (e.g., counselor, social worker, psychologist, psychiatrist, addiction counselor, etc.).
- 5) Lastly, talk about your plan to meet your hours required for practicum and internship in addition to your other responsibilities such as work, family, and other classes.

Part 2:

You will explore the current labor market of the counseling profession. Visit the [Bureau of Labor Statistics](#) website and conduct an online job search (e.g., Indeed, Glassdoor, CareerBuilder, Jobster, etc.), for positions that require a master's degree in counseling or a related field as a minimum qualification that would be are interested in. Answer the following questions:

- 1) Discuss & reflect on the current labor market of the counseling profession (e.g., job outlook, pay).
- 2) What electives might you consider taking to better prepare yourself for the type of counseling work you would like to do in the future.
- 3) Share any concerns you have about entering the counseling profession in the 21st century.

Write a 4-6 page paper about this activity, answering all the prompts above, using your textbook and other references, and following APA formatting. *Due by 11:55 PM ET on Sunday.*

Assignment 8: Reflection Video (100 points) [2.F.1.k&l]

The purpose of this assignment is for you to evaluate your personal growth and self-care strategies as they relate to your professional development.

You will record a 15-20 minute reflection video of what you have learned about yourself throughout the process of this semester: a) include your current perceived areas of strength and areas for growth as a counselor-in-training; b) discuss your warning signs of burn out or compassion fatigue; c) articulate your self-care strategies as a counselor-in-training; d) evaluate how you balanced your self-care and your multiple commitments during this semester highlighting changes needed, e) indicate your understanding of the course material (e.g., textbook, *Code of Ethics*, other sources within the course) on the importance of self-care as a counselor, and f) share your revised professional counselor identity statement. You will record your video via Zoom, upload via YouTube as unlisted, and share the link to your video in the discussion forum. You will also create and submit (in the discussion form) an outline addressing the prompts above, this will provide talking points for your video as well as help you organize your thoughts. *Due by 11:55 PM ET on Sunday.*

Course Schedule

Week	Topic	Readings/Videos	Tasks & Due Date
Module 1 Week 1	Introduction to the Counseling Profession	<p>Syllabus</p> <p>Gladding, S. T. (2012). History and trends in counseling. In S. T. Gladding, <i>Counseling: A comprehensive profession</i> (7th ed.; pp. 4-30). New York, NY: Pearson.</p> <p>American Counseling Association. (2011). Who are licensed professional counselors. Alexandria, VA: Author.</p> <p>United States Dept. of Labor. (2018). <i>Occupational outlook handbook: Substance abuse, behavioral disorder, and mental health counselors</i>. Retrieved from https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm</p>	<p>Discussion- Please make your initial post by 11:55 PM EST on Thursday and respond to at least one other student post by 11:55 PM EST on Sunday [2.F.1.a & b; 5.C.2.c].</p>

		<p>Kaplan, D., Tarvydas, V., & Gladding, S. (2014). 20/20: A vision for the future of counseling: The new consensus definition of counseling. <i>Journal of Counseling and Development</i>, 92(3), 366-372. doi:10.1002/j.1556-6676.2014.00164.x</p>	
<p>Module 1 Week 2</p>	<p>Counseling Ethics</p>	<p>Cohen, E. D., & Cohen, G. S. (2019). Introduction. In E. D. Cohen and G. S. Cohen, <i>Counseling ethics for the 21st century</i> (pp. xv-xx). Los Angeles, CA: Sage.</p> <p>ACA. (2014). Preamble and Purpose. In ACA, <i>Code of ethics</i> (p. 3). Alexandria, VA: Author.</p> <p>Francis, P. C., & Dugger, S. M. (2014). Professionalism, ethics, and value-based conflicts in counseling: An introduction to the special section. <i>Journal of Counseling and Development</i>, 92, 131-134. doi:10.1002/j.15566676.2014.000138.x</p>	<p>Discussion- Please make your initial post by 11:55 PM EST on Thursday and respond to at least one other student post by 11:55 PM EST on Sunday [2.F.1.i].</p> <p>Assignment: <i>Membership Paper due Sunday by 11:55 PM ET</i> [2.F.1.d & 5.C.2.k].</p>
<p>Module 2 Week 3</p>	<p>Building Character & Trustworthiness</p>	<p>Cohen, E. D., & Cohen, G. S. (2019). Building Character: Virtues of Excellent Practitioners. In E. D. Cohen and G. S. Cohen, <i>Counseling ethics for the 21st century</i> (pp. 3-22, Chapter 1). Los Angeles, CA: Sage.</p> <p>Cohen, E. D., & Cohen, G. S. (2019). Being Trustworthy. In E. D. Cohen and G. S. Cohen, <i>Counseling ethics for the 21st century</i> (pp. 25-35, Chapter 2). Los Angeles, CA: Sage.</p> <p>ACA. (2014). The counseling relationship. In ACA, <i>Code of ethics</i> (p. 4-6). Alexandria, VA: Author.</p> <p>Microtraining Associates. (2016). The skills of counseling: Building the therapeutic alliance. [Video file].</p>	<p>Discussion- Please make your initial post by 11:55 PM EST on Thursday and respond to at least one other student post by 11:55 PM EST on Sunday [2.F.1.k; 5.C.3.c].</p> <p>*Assigned small groups*</p>
<p>Module 2 Week 4</p>	<p>Exercising Discretion, Candidness, & Honesty</p>	<p>Cohen, E. D., & Cohen, G. S. (2019). Exercising discretion. In E. D. Cohen and G. S. Cohen, <i>Counseling ethics for the 21st century</i> (pp. 81-94, Chapter 5). Los Angeles, CA: Sage.</p> <p>Cohen, E. D., & Cohen, G. S. (2019). Being candid and honest. In E. D. Cohen and G. S. Cohen, <i>Counseling ethics for the 21st century</i> (pp. 97-111, Chapter 6). Los Angeles, CA: Sage.</p> <p>ACA. (2014). Confidentiality and privacy. In ACA, <i>Code of ethics</i> (p. 6-8). Alexandria, VA: Author.</p>	<p>Discussion- Please make your initial post by 11:55 PM EST on Thursday and respond to at least one other student post by 11:55 PM EST on Sunday [5.C.2.1]</p> <p>Assignment: <i>Informed Consent due Sunday by 11:55 PM ET</i> [2.F.1.i; 5.C.2.a,i,l].</p> <p>*Submit small group case study for approval*</p>

<p>Module 3 Week 5</p>	<p>Applying Ethical Standards & Making Ethical Decisions</p>	<p>Cohen, E. D., & Cohen, G. S. (2019). Applying ethical standards. In E. D. Cohen and G. S. Cohen, <i>Counseling ethics for the 21st century</i> (pp. 39-55, Chapter 3). Los Angeles, CA: Sage.</p> <p>Cohen, E. D., & Cohen, G. S. (2019). Using an ethical decision-making process. In E. D. Cohen and G. S. Cohen, <i>Counseling ethics for the 21st century</i> (pp. 58-77, Chapter 4). Los Angeles, CA: Sage.</p> <p>ACA. (2014). Resolving ethical issues. In ACA, <i>Code of ethics</i> (p. 18-19). Alexandria, VA: Author.</p>	<p>Assignment: <i>Ethical Case Analysis</i> due Sunday by 11:55 PM ET. Submit 1 (one) video response from group to discussion forum by Sunday by 11:55 PM ET [2.F.1.i].</p>
<p>Module 3 Week 6</p>	<p>Being Loyal & Fair to Clients</p>	<p>Cohen, E. D., & Cohen, G. S. (2019). Being loyal and fair to clients. In E. D. Cohen and G. S. Cohen, <i>Counseling ethics for the 21st century</i> (pp. 138-155, Chapter 9). Los Angeles, CA: Sage.</p>	<p>Discussion- Please make your initial post by 11:55 PM EST on Thursday and respond to at least one other student post by 11:55 PM EST on Sunday [5.C.2.1].</p>
<p>Module 4 Week 7</p>	<p>Being Respectful Across Diverse Cultures</p>	<p>Cohen, E. D., & Cohen, G. S. (2019). Being respectful across diverse cultures. In E. D. Cohen and G. S. Cohen, <i>Counseling ethics for the 21st century</i> (pp. 157-162, Chapter 10). Los Angeles, CA: Sage.</p> <p>MacLeod, B. P. (2013). Social justice at the microlevel: Working with clients' prejudices. <i>Journal of Multicultural Counseling and Development, 41</i>, 169-184. doi:10.1002/J.2161-1912.2013.00035.x</p> <p>Ratts, M. J., Singh, A. A., Nassar-McMillian, S., Butler, S. K., & Rafferty McCullough, J. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. <i>Journal of Multicultural Counseling and Development, 44</i>, 28-48. doi:10.1002/jmcd.12035</p> <p>Smith, L., Foley, P. F., & Chaney, M. P. (2008). Addressing classism, ableism, and heterosexism in counselor education. <i>Journal of Counseling & Development, 86</i>, 303-309.</p>	<p>Discussion- Please make your initial post by 11:55 PM EST on Thursday and respond to at least one other student post by 11:55 PM EST on Sunday [2.F.1.i].</p>
<p>Module 4 Week 8</p>	<p>Being Benevolent & Nonmalevolent</p>	<p>Cohen, E. D., & Cohen, G. S. (2019). Being benevolent. In E. D. Cohen and G. S. Cohen, <i>Counseling ethics for the 21st century</i> (pp. 202-217, Chapter 13). Los Angeles, CA: Sage.</p> <p>Cohen, E. D., & Cohen, G. S. (2019). Being nonmalevolent. In E. D. Cohen and G. S. Cohen, <i>Counseling ethics for the 21st century</i> (pp. 231-239, Chapter 14). Los Angeles, CA: Sage.</p>	<p>Discussion- Please make your initial post by 11:55 PM EST on Thursday and respond to at least one other student post by 11:55 PM EST on Sunday [5.C.2.1].</p>

		<p>ACA. (2014). Confidentiality & Privacy. In ACA, <i>Code of ethics</i> (p. 6-8). Alexandria, VA: Author.</p> <p>AllCEUs Counseling Education. (2016). Ethics nonmaleficence: Counselor toolbox episode 87 [Video file].</p>	
<p>Module 5 Week 9</p>	<p>The Licensing Process of Professional Counselors</p>	<p>American Counseling Association. (2016). Licensure requirements for professional counselors: A state by state report.</p> <p>The specific board's website and online documents (the state(s) in which you plan to get licensed post-graduation).</p>	<p>Assignment: <i>Licensing Paper</i> due Sunday by 11:55 PM ET [2.F.1.g;5.C.2.i]</p>
<p>Module 6 Week 10</p>	<p>Empowering Adult Survivors of Interpersonal Violence & Exercising Courage in Protecting Children</p>	<p>Cohen, E. D., & Cohen, G. S. (2019). Empowering adult victims of domestic abuse case studies: Physical and emotional abuse. In E. D. Cohen and G. S. Cohen, <i>Counseling ethics for the 21st century</i> (pp. 115-124 Chapter 7). Los Angeles, CA: Sage.</p> <p>Cohen, E. D., & Cohen, G. S. (2019). Exercising courage while protecting children. In E. D. Cohen and G. S. Cohen, <i>Counseling ethics for the 21st century</i> (pp. 126-134, Chapter 8). Los Angeles, CA: Sage.</p> <p>ACA. (2014). Confidentiality & Privacy. In ACA, <i>Code of ethics</i> (p. 6-8). Alexandria, VA: Author.</p> <p>Kenny, M., Abreu, R., Helpingstine, C., Lopez, A., & Mathews, B. (2018). Counselors' mandated responsibility to report child maltreatment: A review of U.S. laws. <i>Journal of Counseling & Development</i>, 96(4), 372-387. doi:10.1002/jcad.12220</p>	<p>Discussion- Please make your initial post by 11:55 PM EST on Thursday and respond to at least one other student post by 11:55 PM EST on Sunday [2.F.1.i].</p> <p>Assignment: <i>Mandatory Reporting Regulations Table</i> due Sunday by 11:55 PM ET [2.F.1.i;5.C.2.i&l].</p>
<p>Module 6 Week 11</p>	<p>Evaluation, Assessment, & Interpretation</p>	<p>ACA. (2014). Evaluation, assessment, & interpretation. In ACA, <i>Code of ethics</i> (p. 11-12). Alexandria, VA: Author.</p> <p>Yeasting, K., & Jung, S. (2010). Hope in motion. <i>Journal of Creativity in Mental Health</i>, 5(3), 306-319. doi:10.1080/15401383.2010.507724</p> <p>Dattilio, F., & Hanna, M. (2012). Collaboration in cognitive-behavioral therapy: Collaborative CBT. <i>Journal of Clinical Psychology</i>, 68(2), 146-158. doi:10.1002/jclp.21831</p> <p>SMART Goal Resource (n.d.) Retrieved from http://www.therapyconnect.amaze.org.au/site/wp-content/uploads/SMART-goals1.pdf</p>	<p>Discussion- Please make your initial post by 11:55 PM EST on Thursday and respond to at least one other student post by 11:55 PM EST on Sunday [5.C.2.1].</p>

<p>Module 7 Week 12</p>	<p>The Digital Age & Online Counseling</p>	<p>Cohen, E. D., & Cohen, G. S. (2019). Being diligent in the digital age. In E. D. Cohen and G. S. Cohen, <i>Counseling ethics for the 21st century</i> (pp. 173-182, Chapter 11). Los Angeles, CA: Sage.</p> <p>Cohen, E. D., & Cohen, G. S. (2019). Providing competent online counseling services. In E. D. Cohen and G. S. Cohen, <i>Counseling ethics for the 21st century</i> (pp. 185-196, Chapter 12). Los Angeles, CA: Sage.</p> <p>ACA. (2014). Distance counseling, technology, and social media. In ACA, <i>Code of ethics</i> (p. 17-18). Alexandria, VA: Author.</p> <p>Baker, T. and Delgado, J. (2017). The ACA 2014 Code of Ethics and technology: New solutions to emerging problems. <i>VISTAS Online</i>. Retrieved from https://www.counseling.org/docs/default-source/vistas/article_55.pdf?sfvrsn=677d2c_10</p>	<p>Discussion- Please make your initial post by 11:55 PM EST on Thursday and respond to at least one other student post by 11:55 PM EST on Sunday [2.F.1.j;2.F.5.e].</p> <p>Assignment: <i>Technology & Counseling Paper due Sunday by 11:55 PM ET.</i> [2.F.1.j;2.F.5.e].</p>
<p>Module 7 Week 13</p>	<p>Professional Relationships & Interdisciplinary Collaboration</p>	<p>ACA. (2014). Relationships with other professionals. In ACA, <i>Code of ethics</i> (p. 10). Alexandria, VA: Author.</p> <p>Satcher, D., & Rachel, S. (2017). Promoting mental health equity: The role of integrated care. <i>Journal of Clinical Psychology in Medical Settings</i>, 24(3-4), 182-186.</p> <p>Christian, E., & Curtis, R. (Directors). (2012). Integrated care in action: Demonstrating effective strategies [Video file]. Microtraining Associates.</p>	<p>Discussion-Please make your initial post by 11:55 PM EST on Thursday and respond to at least one other student post by 11:55 PM EST on Sunday [5.C.3.d].</p>
<p>Module 8 Week 14</p>	<p>Clinical Supervision & Consultation in Counseling</p>	<p>ACA. (2014). Supervision, training, and teaching. In ACA, <i>Code of ethics</i> (p. 12-15). Alexandria, VA: Author.</p> <p>Knoff, H. (1988). Clinical supervision, consultation, and counseling: A comparative analysis for supervisors and other educational leaders. <i>Journal of Curriculum and Supervision</i>, 3(240-252).</p> <p>Mullen, P., Morris, C., & Lord, M. (2017). The experience of ethical dilemmas, burnout, and stress among practicing counselors. <i>Counseling and Values</i>, 62(1), 37-56. doi:10.1002/cvj.12048</p>	<p>Discussion-Please make your initial post by 11:55 PM EST on Thursday and respond to at least one other student post by 11:55 PM EST on Sunday [2.F.1.m; 2.F.5.c].</p> <p>Assignment: <i>Practicum Site Search & Potential Employment Paper due Sunday by 11:55 PM ET</i> [2.F.1.h; 5.C.2,i,l,k].</p>
<p>Module 8 Week 15</p>	<p>Professional Identity: What does it mean to be a counselor?</p>	<p>Burns, S. (2017). Crafting a one-minute counselor professional identity statement. <i>Journal of Counselor Leadership and Advocacy</i>, 4(1), 66-76. doi:10.1080/2326716X.2017.1284623</p> <p>Corey, G. (2010). The counselor as person and professional.</p>	<p>Discussion- Please make your initial post by 11:55 PM EST on Thursday and respond to at least one other student post by</p>

		<p>[Video file].</p> <p>Moss, J., Gibson, D., & Dollarhide, C. (2014). Professional identity development: A grounded theory of transformational tasks of counselors. <i>Journal of Counseling & Development</i>, 92(1), 3-12. doi:10.1002/j.1556-6676.2014.00124.x</p>	<p>11:55 PM EST on Sunday [2.F.1.k].</p> <p>Assignment: <i>Reflection Video</i> with outline upload to the discussion forum due Sunday by 11:55 PM ET [2.F.1.k&l].</p>
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* **NOTE:** In order to meet the needs of all class members and to fulfill course requirements, this syllabus may need to be altered. Additional and/or alternative relevant readings could be assigned, and due dates may change. Students will be notified of any changes.

Additional Required Readings/Viewings

Any additional required readings/viewings can be found online. Students are expected to incorporate all required readings/viewings in their discussions.

Supplemental Resources

Each week supplemental sources can be found in Sakai/Engage. Although it is not required that you read/view these sources, they are presented to provide students with more information about the week's discussion.

Additional Course Requirements

For this course students are expected to have access to the Internet weekly to participate in the course discussions and complete assignments. Students will be required to scan and upload documents into Sakai/Engage.

You will be paired in a small group for the Ethical Case Analysis assignment. This activity will require you to meet at a time, synchronously, that is convenient for all parties.

You will be required to use Zoom, a web conferencing system, to meet if meeting in person is not viable, as well as record a video. All Antioch students have a free Zoom account that can be accessed through AUView. Go to <https://antioch.zoom.us> and register with your Antioch email address. If you have any questions about how to use zoom features click here: <https://support.zoom.us/hc/en-us/articles/206175806-Top-Questions>. Finally, students will upload their recorded video to their Antioch YouTube account as unlisted.