

CED 678 PROFESSIONAL ORIENTATION

Fall Semester 2004

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Friday 9:00 - 11:50

Course Description

This course is designated to provide an introduction to the “goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, and role identity of counselor and other personnel services specialists.” This course will review the history of the counseling profession, as well as contemporary trends and issues, such as public policy, professional advocacy and specialization of the field. Class sessions will include presentations by the professor, informed discussions by class members, guest speakers, role plays, small group assignments, and other experiential activities.

Course Objectives

1. Students will be able to explain the role, responsibilities, and identity of a professional counselor, as well as how the professional counselor is similar and different to other helping professionals.
2. Students will be able to identify and discuss the major events across the history of the counseling profession, and describe the forces that have influenced the development of the profession.
3. Students will be able to describe the major professional counseling organizations, the role and purpose of these organizations, and the benefits of membership.
4. Student will be able to identify the major professional counseling journals, describe their purpose, and discuss how journals reflect the history, trends, and issues of the profession.
5. Students will be able to describe the purposes of professional preparation standards and the major requirements in those standards.
6. Student will be able to compare/contrast the various modes of professional counselor credentialing, as well as the purposes, requirements, and outcomes of counselor credentialing.
7. Students will be able to identify appropriate ethical responses to counseling situations frequently encountered by professional counselors in a variety of settings
8. Students will be able to describe the interplay between a counselor’s values and the ethical codes of the profession, and will be able to identify their own values and assess how these may affect their performance as a professional counselor.
9. Students will be able to describe and apply an ethical decision-making model to a variety of counseling situations.
10. Students will be able to identify the major legal issues and parameters affecting the practice of professional counselors.
11. Students will be able to discuss at least three current trends and/or issues in the counseling profession.
12. Students will be able to identify at least three methods of advocating for the counseling profession, as well as the purposes of professional advocacy.
13. Students will be able to write a professional disclosure statement that complies with requirements for counselor licensure in North Carolina.

14. Students will be able to create and deliver a professional poster session presentation on a topic of relevance to this course. Students also will be able to describe major components of organizing and conducting a professional conference.
15. Students will be able to demonstrate an appropriate and ethical response to a counseling crisis situation.

Course Policies

There is no prerequisite for this course. Students will be expected to attend and participate actively in all classes. The learning in this course will take place through the assigned readings, classroom participation, course projects/presentations, and experiential activities. All students are asked to read UNCG's Academic Integrity policy and sign the agreement posted on Blackboard.

Required Texts

American Psychological Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author

Articles on reserve, Jackson Library (<http://library.uncg.edu>)

Remley, T. P. & Herlihy, B. (2001). Ethical, legal, and professional issues in counseling. Upper Saddle River, NJ: Prentice Hall.

Other reading may be assigned throughout the course of the semester.

Course Requirements

1. **Professional plan.** A purpose of this assignment is to help you identify your professional goals and focus your studies toward those goals. This professional plan will include the following:
 - a. An original copy of your planned program of study, approved (signed) by your advisor (see Blue Book). This copy will go on file in the CED office.
 - b. Statement of potential internship sites (see black notebook in 228 Curry), including rationale for your choice and current ideas about your goals for internship.
 - c. Statement of desired counselor credential(s). Include a statement of any additional internship hours, coursework, or activities required for this credential.
 - d. Statement of other professional development activities you hope to achieve during your counselor education program (e.g., attending and presenting at professional conferences, advocacy activities, writing, additional training, etc.). Be as specific as possible and DREAM BIG.
 - e. Statement of desired employment/professional position, both during first year after graduation and at 3, 5, and 10 years after completion of your degree.

The various components in your response should be consistent and logical. Items b-e should be 3-5 pages and in essay form.

DUE

2. Journal review. Students will choose one ACA journal (Journal of Counseling and Development or a divisional journal) to review, following specific guidelines to be distributed in class. Purposes of this assignment include a) gaining an historical perspective of the profession, b) exploring in depth one ACA division (specialty area) of interest, and c) identifying trends and current issues in the field.

DUE

3. Professional disclosure statement. Applicants for counselor licensure in North Carolina must include a detailed professional disclosure statement, which also must be given to clients. As a practice, students will write professional disclosure statements appropriate for their first counseling positions. Specific guidelines will be given in class.

DUE

4. Professional advocacy act. One important aspect of professionalism is being an advocate for the profession. Acts of advocacy are wide-ranging, including writing letters to legislators, lobbying, writing letters to the editor or speaking out on important issues in some public capacity, servicing on a committee or volunteering for a professional organization, servicing in an elected office, writing for publication, etc. Each counselor becomes an advocate about whatever issue(s) are of particular importance to her/him, which might include issues of particular relevance to her/his clients and counseling setting. Often, counseling students can be as vocal and well-received as those of experienced professionals.

Students are asked to complete one advocacy act related to any professional counseling issue, and provide documentation of that act (e.g., provide a copy of a letter to a legislator, editor, or presentation). Students will need to complete whatever investigation/research needed to be able to speak to the issue knowledgeably. A few helpful resources for identifying current professional issues and ways to be involved include web sites: see black board (<http://morgan.uncg.edu>)

Documentation of your advocacy act is due no later than DEC 3RD

5. Professionalization activities. This assignment provides an opportunity to become involved in activities that will further your understanding of the profession (roles, organizations, skills, etc.). Student will participate in a minimum of 10 hours of these activities.

- crisis intervention workshop at the Center for Educational Studies and Development (**REQUIRED BY ALL STUDENTS**)
- Additional activities may include the following:
 - Local, state, or regional conference (e.g., NCSCA, LPCANC, SACES)
 - Attending other workshops offered by the Center or by other agencies (e.g., AHEC, Guilford Center)
 - Experiencing a helping relationship as a client
 - For other ideas, check with the professor

In a 3-4 page paper, discuss what you learned about the counseling profession (e.g., the roles and functions of counselors, the types of presentations at professional conferences and how counselors interact at these conferences, current issues in the field, perceptions about a client's experience in counseling, the place you see yourself in this profession, the difference in requisite skill and knowledge and areas of specialization, etc.). Please note that this is a reaction paper with regard to your development as a counselor-in-training and NOT a report on solely the activities.

DUE DEC 10TH

6. Mini-conference – Professionalism in Counseling. This class project will consist of a mini-conference to be held during our class session on NOVEMBER 19TH. Each student will serve on a) a conference planning committee and b) a poster session small group.

We will work together to create an informative conference for peers, undergraduates, faculty, administrators, friends and family, and community persons interested in the counseling profession. Conference committees (e.g., arrangements, publicity) will be formed to plan the event and handle arrangements for the mini-conference.

The mini-conference will be made up of a series of poster sessions on professional practice issues in counseling. Students will work in small groups (3 persons) to create a poster session on a particular topic of interest and professional relevance. Poster sessions may feature a product, demonstration, or informative paper. Possible topics include the following:

- Confidentiality/informed consent in a particular setting (e.g., residence halls, elementary schools, hospitals, private practice)
- Confidentiality/informed consent with a particular client population (e.g., minors, AIDS patients, elderly, court-referred clients, diverse populations)
- Responsibilities to the client vs. responsibilities to agencies
- Dual relationships in a particular setting
- Marketing of counseling
- Pros and cons of third party payments
- Lobbying efforts
- Legislation affecting counseling at national or state levels
- Counselors in the courtroom (e.g., testifying, serving as a witness, documentation issues)
- Impact of managed care or mental health reforms on counseling in a particular setting (e.g., private practice, inpatient facilities, university counseling centers)

Proposals for the poster sessions are due OCT 1ST. A statement of conference committee work and a sample packet of materials from the poster session are due on the day of the mini-conference.

Evaluation:

Professional plan	10 pts.
Journal review	10 pts.
Professional disclosure statement	10 pts.
Advo	

Schedule of Assignments

Date	Topic	Reading Assignments
Aug 20	Introduction and Overview	
Aug 27	History of the Counseling Profession Counselor Identity Professional counseling Organization	R & H Chapter 2 www.counseling.org
Sept 3	Professional Standards for counselor preparation Plan of Study requirements (Borders)	R & H Chapter 2 www.counseling.org/cacrep (CACREP standards)
Sept 10	Counselor credentialing and licensure Professionalism and advocacy (SACES-Athens, GA)	R & H Chapter 2 www.nbcc.org Licensed Professional Counselors Act
Sept 17	Values and counseling and ethical codes	R & H Chapter 1 ACA Code of Ethics and Standards of Practice
Sept 24	Ethical decision-making	R & H Chapter 1 Kitchener, 1984
Oct 1	Informed consent	R & H Chapter 4
Oct 8	YES to CLASS!!!	
Oct 15	No Class – committee work and conference preparation (LPCANC Conference- CH)	
Oct 22	Confidentiality and Duty to Warn (NCCDA) HPUniv.	R & H Chapters 5, 9, 10
Oct 29	Counseling records, assessment Boundaries and Dual relationships	Rodolfa et al., 1994
Nov 5	Legal issues, malpractice Counselor impairment	R & H Chapters 1, 7, 15
Nov 12	Reporting ethical violations Practice issues	R & H Chapter 12, 17
Nov 19	**Mini-Conference** (NCSCA-WS 11/17-11/19)	
Nov 26	THANKSGIVING BREAK	
Dec 3	Counselor training issues	R & H Chapters 14, 15, 16
Dec 10	Summary and Conclusions	