



Department of Counseling and Student Affairs
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Tuesday, 5:00 to 7:45pm; GRH 3003

OFFICE HOURS

Tue & Thu 3pm – 5pm

Wednesdays 10am – 2pm

You may also schedule an appointment outside of those hours (online or face-to-face)

COURSE

CNS 560 Professional Studies in Clinical, Family, and School Counseling. Historical, philosophical, and societal dimensions of the counseling profession for professional counseling, school counseling, and marriage and family therapy. Incorporates roles, function, professional identity, legal and ethical issues, certification, and licensure issues of counseling in relationship to life style diversity. Includes current trends, work settings, and an introduction to professional organizations.

PURPOSE OF THE COURSE

This course is designed to provide students with an understanding of historical, philosophical, societal, ethical and legal dimensions of the counseling profession.

COURSE OBJECTIVES

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards, as well as the Kentucky Education Professional Standards Board (EPSB) as noted below. Students are assessed on the standards noted with an asterisk*.

CACREP

PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM CORE

F. 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas
- 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
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession

1. self-care strategies appropriate to the counselor role*
2. SOCIAL AND CULTURAL DIVERSITY
 - c. multicultural counseling competencies*
5. COUNSELING AND HELPING RELATIONSHIPS
 - c. theories, models, and strategies for understanding and practicing consultation
 - d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
 - e. the impact of technology on the counseling process
 - g. essential interviewing, counseling, and case conceptualization skills
 - k. strategies to promote client understanding of and access to a variety of community-based resources
8. RESEARCH AND PROGRAM EVALUATION
 - a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice*
- C. CLINICAL MENTAL HEALTH COUNSELING
 - C.1. FOUNDATIONS
 - a. history and development of clinical mental health counseling
 - C.2. CONTEXTUAL DIMENSIONS
 - a. roles and settings of clinical mental health counselors
 - c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
 - i. legislation and government policy relevant to clinical mental health counseling
 - j. cultural factors relevant to clinical mental health counseling*
 - k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
 - l. legal and ethical considerations specific to clinical mental health counseling
 - C.3. PRACTICE
 - c. strategies for interfacing with the legal system regarding court-referred clients
 - d. strategies for interfacing with integrated behavioral health care professionals
 - e. strategies to advocate for persons with mental health issues
- F. MARRIAGE, COUPLE, AND FAMILY COUNSELING
 - F.1. FOUNDATIONS
 - a. history and development of marriage, couple, and family counseling
 - F.2. CONTEXTUAL DIMENSIONS
 - a. roles and settings of marriage, couple, and family counselors
 - n. professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling
 - F.3. PRACTICE
 - b. fostering family wellness*
 - e. strategies for interfacing with the legal system relevant to marriage, couple, and family counseling
- G. SCHOOL COUNSELING
 - G.1. FOUNDATIONS
 - a. history and development of school counseling
 - G.2. CONTEXTUAL DIMENSIONS
 - l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
 - n. legal and ethical considerations specific to school counseling

KY EPSB

2.2 PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- 2.2.a. History and philosophy of the counseling including significant factors and events.
- 2.2.b. The multiple professional roles and functions of counselors across specialty areas and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation.
- 2.2.c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.
- 2.2.d. The role and process of the professional counselor advocating of behalf of the profession.
- 2.2.e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
- 2.2.f. Professional organizations, including, but not limited to ASCA/American Counselors Association (ACA), Kentucky School Counselors Association (KSCA)/Kentucky Counselors Association (KCA) its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases.
- 2.2.g. Professional counseling credentialing, including certification, licensure and accreditation practices and standards, and the effects of public policy on these issues.
- 2.2.h. Ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling.
- 2.2.i. Technology's impact on the counseling profession and how to stay up-to-date with technology needed to enhance productivity/efficiency within the profession.
- 2.2k. Self-Care strategies appropriate to the counselor role*.

2.3 SOCIAL AND CULTURAL DIVERSITY

- 2.3.c. Multicultural and counseling competencies*.
- 2.3.h. Apply legal and ethical principles of the school counseling profession.

2.6. COUNSELING AND HELPING RELATIONSHIPS

- 2.6.c. A general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation.
- 2.6.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.
- 2.6.e. Integration of technological strategies and applications within counseling and consultation processes*.
- 2.6.g. Essential interviewing, counseling, and case conceptualization skills.
- 2.6.k Strategies to promote client understanding of and access to a variety of community-based resources.

2.9 RESEARCH AND PROGRAM EVALUATION

- 2.9.a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice*.

REQUIRED AND RECOMMENDED COURSE READINGS

You are expected to complete all required reading for each class session. Consequently, you are encouraged to read the recommended readings and take notes on text chapters, articles, related documents (e.g., power points), and websites noted on the schedule so you are prepared for the given

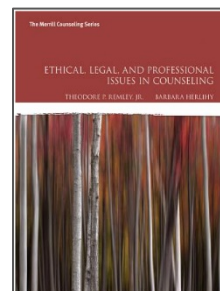
class discussions and activities. See the course schedule noted at the end of the syllabus. Additional materials may be placed on Blackboard as well.

Required Text

Ethical, legal, and professional issues in counseling (5th ed.).

Remley, T. P., Herlihy, B. (2016). Upper Saddle River, NJ: Pearson. ISBN 9780134061641

Rent a [discounted online text](#) at Coursemart.com.



Recommended Texts

*Where designated with subscripts preceding the resource, readings are specifically applicable for ^Cclinical mental health; ^Mmarriage, couple, and family; or ^Sschool counseling students. Readings not marked with a subscript are designated for all students in the course.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. (ISBN#101433805618)

^SAmerican School Counselor Association (2005). *The ASCA National Model: A framework for school counseling programs* (3rd ed). Alexandria, VA: Author (ISBN 9781929289325)

^SHolcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press. (ISBN# 9781412941846)

^{C,M}Skovholt, T. (2001). *The resilient practitioner*. Needham Heights: Allyn & Bacon.

Additional Readings and Materials

Additional assigned or recommended materials are listed in Appendix F and provided in Blackboard under the Unit to which they relate. They include academic journal articles, *Counseling Today* articles, webinars, podcasts, videos, and worksheets.

Archived copies of *Counseling Today* can be found at: <http://ct.counseling.org/archives/>

You may find journal articles online through the library (see guides below)

- Library tutorials: http://libguides.wku.edu/how_to
- Educational research guides: <http://libguides.wku.edu/educationresearchtips>

Recommended Website Resources

American Counseling Association (ACA) Website for Students

<http://www.counseling.org/membership/aca-and-you/students>

American Association of Marriage and Family Therapists

<http://www.aamft.org>

American School Counselor Association

<https://www.schoolcounselor.org/school-counselors-members/legal-ethical>

Chi Sigma Iota International (see Leadership and Professional Advocacy)

<http://www.csi-net.org>

International Association of Marriage and Family Counselors

<http://www.iamfconline.com>

Kentucky Counseling Association

<http://www.kyca.org/>

National Board for Certified Counselors

<http://nbcc.org>

State Licensed Counselor Advocate

<http://www.statelicensedcounseloradvocate.org>

CLASS PREPARATION AND METHODS OF INSTRUCTION

Students should expect to invest about 3-4 hours outside of class each week for each credit of coursework they are enrolled in. During this time, they can spend time studying the required reading and researching additional sources to help improve their knowledge and skill base. The course is a mixture of large or small group discussion/exercises, class activities, and blackboard discussions to apply the basic knowledge gained from the readings. Traditional lectures will not be used; rather discussion and application will be used to further the understanding of material; students are expected to have read the materials before class.

COURSE STRUCTURE

The course is divided into 4 topics that include 3-4 learning units each to address each of the CACREP/course objectives. In addition, a quiz is required for each unit. The course structure is as follows:

Professional Identity

- Unit 0: Introduction to the course and counseling program
- Unit 1: Counseling history, philosophy, and trends
- Unit 2: Wellness & prevention in counseling
- Unit 3: Professional organizations and credentialing

The Counseling Relationship

- Unit 4: Client rights & counselor responsibilities
- Unit 5: Multicultural competence and advocacy
- Unit 6: Counseling special populations
- Unit 7: Counseling advocacy & leadership

Ethical and Legal Issues in Counseling

- Unit 8: Confidentiality & privileged communication
- Unit 9: Malpractice, boundaries, and other challenges in counseling
- Unit 10: Technology in counseling

Professional Issues in Counseling

- Unit 11: Practice management and services
- Unit 12: Professional roles and relationships
- Unit 13: Counseling supervision and consultation
- Unit 14: Research and publication in counseling

COURSE REQUIREMENTS

Points acquired through the course are combined through active participation (37%), quizzes (39%), and written assignments (24%). The descriptions and value of each are listed below. Detailed rubrics are available in the appendices as indicated under the description for each assignment; they will be used for grading the assignments in Blackboard. In addition to submitting these assignments through Blackboard, they must also be uploaded to the CEBS Electronic Portfolio System (see Appendix A) for the departmental and college accreditation reporting.

Attendance, Preparation, and Participation

Attendance, punctuality, active participation, helpful feedback, and thoughtful contributions are essential to a meaningful learning experience with deeper comprehension of the material. Additionally, because the class will be interactive and experiential, there is no way to get the information from a missed class; the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates' learning as well. Therefore, you are expected to contribute consistently and conscientiously to the class and/or group discussions. There will be approximately of in-class time over the semester; therefore, you will receive 1 point for each hour you are present and actively participating for a total of up to **36 points** (23% of your grade). The remaining contact hours will be provided through online learning and quizzes.

Discussion Group Facilitator

In addition to your class participation, you will have the opportunity to serve as a facilitator for a group discussion intended to process awareness and understanding of the relevant topics for that unit. The purpose of this segment is to both give you practice with using group facilitation skills and to allow participants a deeper exploration of the topic area as it pertains to them and their experiences both as a person and as a counselor-in-training. You are especially encouraged explore the “gray areas” of ethics particularly emphasizing exploration of basic moral principles, ethics, legal issues, values, and professional identity in counseling.

Up to **6 points** will be awarded for your role as a group discussion facilitator in addition to your participation points for that unit. Please consult with me and send me your ideas by Monday (the day before class) so I can address any concerns and/or help strengthen the discussion before it is presented. This activity should take no more than 15 minutes total and will include the following (see Appendix B for rubric):

1. Identify or develop a case study/activity that is relevant for the unit to which you are assigned. The case study can come from a TV/movie clip, news article, case study book, or something you develop yourself that incorporates ethical, legal, and professional issues in counseling.
2. Before class, upload your case study/activity and least 3 discussion questions to Blackboard assignments (PPT or Word); this will be shared on the projector in class. If you chose a TV clip/movie, include the link to the clip and start/stop times.
3. During class, introduce the case study/activity that helps your classmates reflect, apply, and process the readings for that week to further explore the topic (2-3 min).
4. Facilitate the discussion through small group discussions (5-7 minutes). You can provide one question at a time to complicate your case with each step or you can provide all discussion questions at once.
5. Facilitate a larger group discussion to help the class explore the responses of other groups (ask for key points for each question covered; 3-5 minutes).

Personal Strategy for Self-Care (*CACREP Key Assessment, Standard CORE 1.1., F.3.b.; KY EPSB Key Assessment, Standard CORE 2.2.k.*)

As a helping professional, self-care is extremely important and reflected several times in the ACA Code of Ethics. Therefore, it is critical that you reflect on your own intended strategy for self-care (mental, physical, spiritual/emotional, and environmental) to maintain your optimum level of functioning and avoid burnout as a graduate student and eventually as a professional counselor. This assignment counts for up to **20 points** (13%) of your total grade (see Appendix C

for rubric) and will include two parts.

1. Develop a personal wellness plan (8 points)

- a. **Assess your current level of wellness:** Identify at least 5 areas of wellness that you would like to enhance this semester. You may use the [Personal Wellness Plan Worksheet](#) provided in Unit 2, find another worksheet/spreadsheet that addresses a variety of wellness areas, or develop your own. It should help you assess at least 5 areas of personal wellness and serve as a guide for your self-care plan.
- b. **Action plan:** Identify at least 1 specific self-care strategy for each wellness area that you will implement this semester (e.g., physical wellness strategy may be to attend a weekly yoga class). This will be your action plan.
- c. Post a copy of the worksheet to the assignment section of Blackboard. It doesn't have to follow a particular format and can be a scanned copy of a written worksheet or diagram. It will help document that you have taken the time to reflect on your personal wellness before class. This will serve as a starting point for a small group discussion where you will expand on your self-care awareness and plan.

2. Participate in at least 3 approved WellU or wellness events (12 points). To help you take action, you will enroll in the WKU WellU program this semester. WellU helps all students connect with programs and services that promote healthy habits and success. In addition to improving your well-being, the program offers fun incentives for participating including water bottles, personal training, massages, and scholarships. This assignment will get you started but you are encouraged to continue your participation to earn more than just class credit. Visit the [WellU website](#) for more details.

- a. Identify WellU events that will enhance your personal wellness plan. Review the rubric for details as credit will be assigned based on the level of personal interaction and/or stimulation for each one. Those that involve more physical, mental, and/or emotional engagement or effort will be worth more credit.
 - i. 4 points each: engaging self-care activity (or set of activities) that stimulates personally interactive movement, relaxation, and/or healing for at least 1 hour (e.g., massage, counseling, intramural sports team, set of 5 fitness classes)
 - ii. 3 points each: self-care activity that promotes some interaction for at least 45 minutes (e.g., workshop; fitness assessment)
 - iii. 2 points each: self-care activity that promotes little interaction for at least 30 minutes (e.g., brief workshop, wellness fair, other WellU events)
 - iv. 1 point each: simple self-care activity that promotes no interaction (e.g., WellU online assessments like e-Toke, e-Chug) or other spectator events like sporting events, concerts, or social events with friends
- b. When you attend WellU events, swipe your WKU ID card or sign in if you forget it. I will receive a list of WellU attendance at the end of the semester. If you wish to receive credit for non-WellU events, upload a copy of the ticket stub, receipt, and/or other proof of attendance at the event.
- c. Participate in at least 3 events during the fall semester (up to 4 points each) but if you attend 5 events, you will also win an award and entry into a drawing for a \$500 scholarship through WellU!

Unit Quizzes (*CACREP Key Assessment, Standard CORE 1.a-g, 1.i., 2.c., 5.c., 5.d., 5.e., 8.a., C.1.a., C.2.a., C.2.c., C.2.i-l., C.3.c., F.1.a., F.2.a., F.2.n., F.3.e.; KY EPSB Key Assessment, Standard CORE 2.2a-g., 2.2.h., 2.3.c., 2.6.a., 2.6.d., 2.6.e., 2.9.a.*)

Each learning unit will include a quiz over the text and supplementary readings. Up to 5 points will be awarded for each unit quiz. You may drop your lowest two quiz scores leaving the remaining quizzes to sum up to **60 points** (38%) of your total grade. Each quiz will have 10 questions each worth ½ point each; you will have 20 minutes to complete the quiz and you may only take it once. Your test will auto-submit when your time has expired so you are strongly encouraged to read the material before attempting to take this quiz. You must take the quiz BEFORE you come to class for each unit. You may NOT collaborate or share the information with others but you may consult your text and resources if necessary. You are encouraged to answer all the questions initially without your resources and then check your answers or update them if you feel that is necessary; most students take an average of 8-10 minutes on each quiz. These questions are provided to assess your comprehension of the material and prepare you for the multiple-choice portion of your master's comprehensive exams (CPCE) and the national counselor exam (NCE). Quiz questions will be pulled from a pool of questions; therefore, questions on the same unit quiz may vary.

Client Population Resource Guide and Presentation (*CACREP Key Assessment, Standard CORE 1.d., 2.c., 5.g., 5.k., C.2.j., C.3.d., C.3.e.; KY EPSB Key Assessment, Standard CORE 2.2.d., 2.3.c., 2.6.g., 2.6.k.*)

Individually or in groups of 2, prepare a 2-page resource guide brochure (front & back) that is attractive, neatly organized, and addresses a particular population and/or client issue of interest (see [sample](#)). This will provide you an opportunity to explore a specific population/issue beyond the scope of the text for this class and share your resources with your classmates. This will also allow you to gather a variety of resource guides on populations you may have not yet explored. You will combine a review of the literature (at least 3 professional journal articles) addressing this population/issue and conduct informational interviews with at least two professional counselors in your specialty area that work with this population/issue. You will also provide a 3-5 minute presentation in class to provide a brief overview of your client population resource guide.

Submit this assignment on the Blackboard Discussion Board so your classmates may use it as a professional resource; only one person per group needs to post it but ensure all group members' names are listed with the presentation. This assignment counts for up to **36 points** (23%) of your total grade (see Appendix D for rubric and Appendix E for interview guidelines).

The resource guide should include the following content:

- Professional interviews** conducted with at least *two* different professional counselors who have 5 years of licensed experience in your area of interest. Include their names, work settings, and a photo (if they approve). Each individual or group member should participate in at least two interviews.
- Clients and setting.** Provide an overview of your client population/issue (e.g., age, gender, ethnicity, issue). What is the history of the issue within the profession of counseling? What are the challenges and opportunities for this population? Cite your sources appropriately.
- Professional practice and services.** What are the range of counseling services available (e.g., such as inpatient, outpatient, partial treatment and aftercare) and in what types of organizations are these populations/issues addressed?

- d. **Ethical and legal concerns.** Identify the ACA Codes of Ethics as well as your specialty area codes and the KY applicable laws that are relevant to your population/issue. How are they relevant to this population?
- e. **Multicultural implications** as they apply to your population including but not limited to age, gender, race, sexual orientation, socio-economic status, religion, etc.
- f. **Professional relationships.** How have counselors responded (or could respond) to this issue as professionals? Include your anticipated professional roles, functions, and relationships with other human service providers (i.e., social workers, physicians, policy makers) to enhance the services provided to this population/issue.
- g. **Professional Advocacy.** Describe how counselors can advocate on behalf of the profession, populations of interest, and client issues relating to your areas of interest/expertise. This includes advocating for policies, programs, and services that are equitable and responsive to their unique needs. What counseling resources already exist to advocate for this population/issue? What is needed?
- h. **Insights, advice & warnings** of working with this population. What new information, ideas, and insights did you gain from the professional you interviewed? What advice or warnings did they offer you as you prepared for the field and working with this population and/or issue?
- i. **References.** Include at least 3 professional and peer-reviewed counseling journal articles published within the past 10 years. You may also use additional information from related websites, magazines, current books, and your professional interviews. References must be directly relevant to the content of the presentation and provide an adequate amount of information in order to satisfactorily address the required content. Cite your sources accurately using APA format but you can shrink the font to 8-point font to minimize space.

STUDENT EVALUATION CRITERIA AND PROCEDURES:

Rubrics for the assignments are noted at the end of the syllabus. You must pass this class with a B or better to complete your counseling degree or you will have to retake the course. Grades for the course are determined from a percentage of the total points as follows:

A 90% - 100% | **B** 80% - 89% | **C** 70% - 79% | **D** 60% - 69% | **F** 0% - 59%

Assignment	% of grade	Points
Attendance and Participation	23%	36
Discussion Group Facilitator	4%	6
Personal Strategy for Self-Care *	13%	20
Unit Quizzes*	38%	60
Client Population Resource Guide	23%	36
TOTAL *Upload to CEBS E-portfolio		158

CACREP ASSESSMENTS

Assignments that include assessments of CACREP standards must be uploaded to the CEBS Electronic Portfolio System (EPS) by the due date. Assignments not uploaded in the CEBS system prior to finals week (unless due that week) may result in an Incomplete in the course.

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

ADA ACCOMMODATION STATEMENT

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

ACADEMIC AND PROFESSIONAL INTEGRITY

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

Self-plagiarism: This term is defined by the Publication Manual of the American Psychological Association (6th ed.) as authors presenting their “previously published work as new scholarship (p. 16).” It is thus unethical for students to use work previously submitted to meet a course requirement (e.g., a course paper for another course). Doing so will result in remediation procedures. Graduate students are advised that self-plagiarism will be treated as plagiarism and that the same disciplinary procedures will be used as those implemented for plagiarism.

Students enrolled in the Department of Counseling and Student Affairs are expected to conduct themselves professionally. For example, students will be asked throughout the program to engage in self-reflection activities in which they will share personal information with other classmates. Such information is not to be shared outside of the class and must remain strictly confidential. A breach of confidentiality is considered a serious ethical and professional violation. Other expectations related to professional behavior include respecting divergent points of view, contributing to a positive classroom environment, receiving and giving feedback from others respectfully. See additional details regarding expectations for professional behavior in the CNS Student Handbook.

INFORMED CONSENT

As graduate students and professionals-in-training, graduate studies should be viewed from the prospective of professional development. All graduate students are expected to develop standards of academic and professional performance and are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student’s fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment. See graduate catalog and the Department of Counseling & Student Affairs Student Handbook for more details.

USE OF CURRENT RESEARCH

Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

USE OF TECHNOLOGY IN COURSE

E-mail and Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. Students should stay abreast of such communication throughout each week of the course. Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used during class lectures and should be put away during demonstrations, experiential activities and discussions. Use of cell phones and laptops is considered discourteous when other students and the instructor are involved in demonstrations or experiential activities. Points for participation and attendance will be deducted upon inappropriate use of technology during class.

LATE OR MISSING ASSIGNMENTS

Please plan ahead. Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% per each day late; assignments past due one week are not accepted.

FLEXIBILITY CLAUSE

The aforementioned requirements, assignments, policies, evaluation procedures, as well as the course schedule are subject to change. Students’ experiences and needs, as well as emerging knowledge, will be

considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

COURSE SCHEDULE

Students are responsible for reading assigned text, supplemental readings, and other resources located in Blackboard under each Unit (including power point lectures, articles, and other documents). Students will need to read ahead in order to be properly prepared for course assignments, quizzes, and discussion. The list of readings below may change; *follow the directions in the Blackboard learning units for updated readings, videos, and activities due each week.*

The tentative class schedule will be structured as follows by may change as necessary:

- 5:00-6:15 Class discussion/activities related to the readings
- 6:15-6:30 Break
- 6:30-7:00 Discussion group facilitator-led activities
- 7:00-7:45 Professor-led activity & summary

Date	Class Topics & Units	Readings* <i>See Bb for additional recommended readings</i>	Quizzes & Assignments Due
Professional Identity			
Aug 27	Unit 0: Introduction to the course Unit 1: Counseling history, philosophy, and trends (<i>F.1.a; Sect 5: C.1.a; F.1.a; G.1.a</i>)	<ul style="list-style-type: none"> Syllabus & Blackboard Intro R&H (2016) Ch 1 (all) & Ch 2 (p.25-32; 39-42; 49-57) ACA Code of Ethics (preamble, purpose)² ^sASCA National Model King (2012)¹ Shallcross (2012, Mar) Shallcross (2013, Mar) 	Syllabus Quiz (<i>required to access Unit 1</i>) Unit 1 Quiz
Sep 3	Unit 2: Wellness & prevention ³ (<i>F.1.I; Sect 5: F.3.b</i>)	<ul style="list-style-type: none"> R&H (2016) Ch 7 (p. 165-170) Meyers (2014, Mar) Meyers (2015, Mar) Reese & Myers (2012) Shallcross (2013, Jan) Shallcross (2013, Apr) Wicks & Buck (2014) 	Unit 2 Quiz Personal Wellness Plan Worksheet (<i>bring to class</i>)
Sep 10	Unit 3: Professional organizations and credentialing in counseling ³ (<i>F.1.f, g; Sect 5: C.2.k; F.2.n; G.2.l</i>)	<ul style="list-style-type: none"> R&H (2014) Ch 2 (p. 32-37; 42-49) & Ch 7 (p. 154-165) Bray (2015, Apr) 	Unit 3 Quiz
The Counseling Relationship			
Sep 17	Unit 4: Client Rights & Counselor Responsibilities ³ (<i>F.1.d; Sect 5: C.3.e</i>)	<ul style="list-style-type: none"> R&H (2016) Ch 4 ACA CoE (sect A, C)² CSI-NBCC Client Rights & Responsibilities Francis & Dugger (2014) Kocet & Herlihy (2014) Meyers (2014, Sep) 	Unit 4 Quiz

Sep 24	Unit 5: Multicultural competence and advocacy (<i>F.1.e; F.2.c; Sect 5: C.2.j</i>)	<ul style="list-style-type: none"> • R&H (2016) Ch 3 • Hebard (2015); • MacLeod (2014) • Meyers (2015, Apr) • Murphy (2015) • Shallcross (2013, Sep) 	Unit 5 Quiz
Oct 1	Unit 6: Counseling Special Populations (<i>F.2.c; Sect 5: C.2.j</i>)	<ul style="list-style-type: none"> • R&H (2014) Ch 11 & 12 • Egan (2015, Oct 6) • Richardson & Surmitis (2014) 	Unit 6 Quiz

Date	Class Topics & Units	Readings*	Quizzes & Assignments Due
Oct 8 <i>Online</i>	Unit 7: Counseling advocacy & leadership (F.1.d, e)	<i>See Bb for additional recommended readings</i> <ul style="list-style-type: none"> • Lewis, et al. (2003) • Meyers (2014, May) • Myers, Sweeney & White (2002) • CSI Advocacy Committee (Tips) 	Unit 7 Quiz Midterm Eval
Ethical and Legal Issues in Counseling			
Oct 15	Unit 8: Confidentiality & Privileged Communication ³ (Sect 5: C.2.l, .3.c; F.3.e; G.2.n)	<ul style="list-style-type: none"> • R&H (2016) Ch 5 & 6 • ACA CoE (sect B)² 	Unit 8 Quiz
Oct 22	Unit 9: Malpractice, Boundaries, and other challenges (Sect 5: C.2.l).	<ul style="list-style-type: none"> • R&H (2016) Ch 8 & 9 • ACA CoE (sect I)² • Hermann & Robinson-Kupius (2006) • Wheeler (2015) 	Unit 9 Quiz Client Population Resource Guide (upload in Bb DB) Presentations
Oct 29	Unit 10: Technology in counseling (F.1.j; F.5.d, e)	<ul style="list-style-type: none"> • R&H (2016) Ch 10 • ACA CoE (sect H)² • Centore (2015) • Cottone (2015) • Meyers (2015) • Wade (2015) 	Unit 10 Quiz Presentations
Professional Issues in Counseling			
Nov 5	Unit 11: Practice management & services ³ (F.1.b, c; Sect 5: C.2.c, I, 3.d)	<ul style="list-style-type: none"> • R&H (2016) Ch 7 (p. 170-185), Ch 13 (p. 326-337) & Appendices A-E • ACA CoE (sect E)² 	Unit 11 Quiz
Nov 12	Unit 12: Professional roles and relationships ³ (F.1.b, c; Sect 5: C.2.a, 3.d; F.2.a)	<ul style="list-style-type: none"> • R&H (2016) Ch 13 (p. 311-336) • ACA CoE (sect E)² • Meyers (2014, Dec) 	Unit 12 Quiz
Nov 19	Unit 13: Supervision and consultation ³ (F.1.b, c; F.5.c, g, k)	<ul style="list-style-type: none"> • R&H (2016) Ch 15, Appendix F ACA CoE (sect F)² 	Unit 13 Quiz
Nov 26	No Class Holiday Break		
Dec 3	Unit 14: Research and publication in counseling (F.8.a)	<ul style="list-style-type: none"> • R&H (2016) Ch 16 • ACA CoE (sect G)² 	Unit 14 Quiz

¹ CSI webinars require a full membership or guest with promo code to access the webinar free.

² In addition to the ACA Code of Ethics, review the applicable ethics codes in your specialization.

³ Guest speaker(s) will be included in these classes

*Where designated, readings are specifically applicable for ^Cclinical mental health; ^Mmarriage, couple, and family; or ^Sschool counseling students.

APPENDIX A
CEBS ELECTRONIC PORTFOLIO SYSTEM
<http://edtech2.wku.edu/portfolio>

NOTE: ALL Students MUST create an account in the CEBS Electronic Portfolio System.



Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload certain **graded** assignments across the curriculum that assess for CACREP standards. Also, please note that this is a requirement for Council for Accreditation for Educator Preparation (CAEP) accreditation.

If you have not registered for the CEBS Electronic Portfolio, **Create a New Student Account**. If you need directions, please follow the instructions at:
http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php

Please note the following directions:

*****Your paper should be saved as a Microsoft Word document.**

- Go to <http://www.wku.edu>
- Select "Academics" (on left side)
- Select "College of Education & Behavioral Sciences"
- Select Electronic Portfolio System (under Educational Technology)
- Select "Student Login" (you need your WKU ID and password)
- Select CNS560 (click on "View Key Assessment")
- You will see "Objective Test Items/Unit Quizzes"
- Click on "Upload/View Files." Upload
 - Your graded assignment (i.e., **Blackboard Quiz summary report**)
 - If there is not written feedback on the actual assignment (i.e., power point), include the power point *and* the professor's feedback. The latter may be in a word document or screen shot of feedback in BBD rubric.
- Follow the directions to upload your document (this is similar to adding an email attachment)
- Repeat for **"Personal Strategy for Self-Care"** (upload the final graded rubric)

All assignments must also be uploaded to Blackboard by the due date.