

**Department of Counseling and Student Affairs**  
**CNS 560: Professional Studies in Clinical, Family, and School Counseling**

Classroom Time/Location: *Tuesday, 5:30 to 8:15pm CST*

**Zoom ID: <https://wku.zoom.us/j/9521192864>**

*Multiple sections of this course may meet together throughout the semester.*

<b>Instructor: Amy Ross, LPCC, NCC</b>	<b>Contact Information:</b> <b>Amy Ross, LPCC, NCC</b> <b>Email: <a href="mailto:amy.ross@wku.edu">amy.ross@wku.edu</a></b> <b>Phone for emergencies:</b> <b>270-791-4857</b> <b>Office hours: By appointment</b>
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## **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 lifestyle 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 and the KY EPSB Standards noted below. Students are assessed on the standards noted with an asterisk\*.

### **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
- l. self-care strategies appropriate to the counselor role\*

## F. 2. SOCIAL AND CULTURAL DIVERSITY

- c. multicultural counseling competencies\*

## F. 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

## F. 8. RESEARCH AND PROGRAM EVALUATION

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

## CLINICAL MENTAL HEALTH COUNSELING

### 1. FOUNDATIONS

- a. history and development of clinical mental health counseling

### 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

### 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

## MARRIAGE, COUPLE, AND FAMILY COUNSELING

### 1. FOUNDATIONS

- a. history and development of marriage, couple, and family counseling

### 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

### 3. PRACTICE

- b. fostering family wellness\*
- e. strategies for interfacing with the legal system relevant to marriage, couple, and family counseling

## KY EPSB

### 2.2 PROGRAM IDENTITY AND ETHICAL PRACTICE

- 2.2.a. History and philosophy of the counseling profession, 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 inter-agency 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 on 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
- 2.2.k. Self-care strategies appropriate to the counselor role\*

### 2.3 SOCIAL AND CULTURAL DIVERSITY

- 2.3.c. Multicultural 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

Students 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

Remley, T. P., & Herlihy, B. (2023). *Ethical, legal, and professional issues in counseling* (7th ed.). Upper Saddle River, NJ: Pearson.

#### Recommended Texts

*Where designated with subscripts preceding the resource, readings are specifically applicable for clinical mental health; marriage, couple, and family; or school counseling students.*

*Readings not marked with a subscript are designated for all students in the course.*

- American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author. (ISBN#101433805618)
- American School Counselor Association (2005). *The ASCA National Model: A framework for school counseling programs* (3rd ed). Alexandria, VA: Author (ISBN 9781929289325)
- Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press. (ISBN# 9781412941846)
- Skovholt, T. (2001). *The resilient practitioner*. Needham Heights: Allyn & Bacon.

#### Additional Readings and Materials

Additional assigned or recommended materials are listed at the end of the syllabus 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](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>

- ## Inclusion Statement

## Land Acknowledgement Statement

We also honor and acknowledge the former residents of Jonesville. According to the [Jonesville History Project](#), “Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization.”

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 should study the required reading and research additional sources to help improve their knowledge and skill base. The course is a mixture of group discussion/exercises, demonstrations, blackboard discussions, quizzes and/or exams. Directions for assignments in this course may be intentionally vague, so as to encourage students to demonstrate their conceptualization of course material.

Points acquired through the course are combined through active participation, quizzes, and written assignments. 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.

### **Attendance, Preparation, and Participation**

Attendance is required during all scheduled class meetings. Participation points are earned only if attending the entire class meeting. The instructor does not provide exceptions for missed meetings. Students are responsible for all information if class is missed. (There is not a ZOOM alternative option when face-to-face meetings are scheduled.) Students may want to check their schedules for any employment or personal conflicts that would prohibit full participation and attendance in this class. Consequences for absences include not receiving attendance and participation points and pending excessive absences (3 or more), receiving an “F” or “Incomplete” in the course.

Attendance and Participation points are earned for attending and participating during the entire class session (free of distractions); adherence to the 10 Academic and Performance criteria noted in the Student Handbook; demonstrating that required reading has been completed; and demonstrating an appropriate development of knowledge, application and thoughtful conceptualization of course content and any required reading (i.e., through class contributions and informal presentations). When attending live synchronous meetings, students are expected to follow the Department’s policies on digital delivery and attendance. For example, when attending class virtually, students must have their videos on and have access to a microphone during the entirety of the class. They should secure a setting free of distractions (i.e., busy places or noise, other people or needy pets) and attend in a professional manner (i.e., sitting at a table or desk; not dressed in pajamas or other inappropriate ways). Throughout the class meeting, it should be clear to the instructor that the student is not engaging in (i.e., multitasking, attending to other business or people, web browsing, texting) or with anything other than the class meeting. Expectations for attending live synchronous meetings are as follows: Students must use the video option during the entirety of the class (illustrating that they are not multitasking, texting or attending to other business); be in a stationary and distraction-free environment (i.e., not in transit whether driving or a passenger); arrive on-time; and dress appropriately. Students should attend digital meetings from a desktop computer or laptop. Use of tablets and other smart devices may not provide the support necessary to meet online meeting requirements and so should not be used to attend class.

## **COURSE ASSIGNMENTS**

### **Discussion Group Facilitator**

Students 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 students 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. Students 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. This activity should be between 15 – 30 minutes total and assignment details and grading rubric can be found on Blackboard under “assignments.”

### **Personal Wellness Project**

As a helping professional, self-care is extremely important and reflected several times in the ACA Code of Ethics. It is critical to reflect on one's 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. The goal of this project is for you to create your own personal definition of wellness through experience over the semester. As such, you may find that your wellness goals may change over the semester, as you may find it helpful to adjust your focus and your efforts to meet your own wellness needs. Assignment details and grading rubric can be found on Blackboard under "assignments."

### **Professional Resource Guide and Presentation** (CACREP CORE 1.1.; EPSB 2.2.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 (addictions, foster families, home-based family counseling, sexual abuse, trauma). (MCFC students should focus on a population and/or issue that is related to Marriage, Couple and/or Family Counseling.) This will provide an opportunity to explore a specific population/issue beyond the scope of the text for this class. This will also allow students to gather a variety of resource guides on populations not yet explored. 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 one's specialty area that work with this population/issue. Students should interview Professional Counselors who are licensed in the student's state of residence. (MCFC students should seek at least one professional counselor who can speak how their current role allows them to work with MCFC-related identified population and/or issue.) Provide a 10-15 minute presentation in class to provide a brief overview of the client population resource guide. Assignment details and grading rubric can be found on Blackboard under "assignments."

### **Unit Quizzes** (CACREP CORE 1.1., 2.c., 8.a.; CMHC 2.j.; MCFC 3.b.; EPSB 2.2.k., 2.3.c., 2.9.a.)

Each learning unit will include a quiz over the text and supplementary readings. **They are due before the respective class meets.** The quiz must be taken by 12:00 pm CST on the day of the respective class meeting. Up to **5 points** will be awarded for each unit quiz. Each quiz will have 10 questions each worth ½ point each; there will be 20 minutes to complete the quiz. It can only be taken once. The test will auto-submit when time has expired. Students are strongly encouraged to read the material before attempting to take this quiz. Students may NOT collaborate or share the information with others but you may consult your text and resources if necessary. These questions are provided to assess your comprehension of the material and prepare students for the multiple-choice portion of the 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.

### **STUDENT EVALUATION CRITERIA AND PROCEDURES**

Rubrics for the assignments are located under “Assignments” in Blackboard. Students should compare and contrast their completed assignments with the rubrics before submission.

Percentages of total points counting towards the Final Grade are distributed as follows:

A 90% - 100% of total points

B 80% - 89% of total points

C 70% - 79% of total points

D 60% - 69% of total points

F 59% and below

### **WKU STATEMENT ON COVID 19**

All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. [www.wku.edu/healthyonthehill](http://www.wku.edu/healthyonthehill).

### **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, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto: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.

### **PREGNANT AND PARENTING STUDENTS**

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/) under the heading, “Pregnancy or Pregnancy-Related Conditions.” Students can also contact the Title IX Coordinator, Ena Demir, via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.



If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/).

### **TITLE IX MISCONDUCT/ASSAULT STATEMENT**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). 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 Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 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.

### **REGULAR AND SUBSTANTIVE INTERACTION (ONLINE COURSES ONLY)**

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage. In this course, regular and substantive interaction will take place in the following ways: Description of RSI activity, and Description of RSI activity. See <https://www.wku.edu/syllabusinfo/> for additional information.

### **ACADEMIC 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.

## **DEPARTMENT OF COUNSELING AND STUDENT AFFAIRS STUDENT HANDBOOK**

Students enrolled in courses or programs within the Department of Counseling and Student Affairs (CSA) are responsible for understanding and adhering the policies and procedures noted in the [CSA Student Handbook](#) and the WKU Graduate Catalog. For example, 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. Further, all students should adhere to the Department’s Digital Delivery of Programs and Courses policies and expectations.

## **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.

## **LATE OR MISSING ASSIGNMENTS**

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% of the total points possible each day late. BBD assignments are due on the date noted; late submissions are not accepted under any circumstance.

## **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 STRUCTURE**

The course is divided into 4 topics that include 3-4 learning units. 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 (CACREP CORE 1.a.; CMHC 1.a.; MCFC 1.a.; EPSB 2.2.a.)

Unit 2: Wellness & prevention in counseling (CACREP CORE 1.1.; MCFC 3.b.; EPSB 2.2.k.)  
 Unit 3: Professional organizations and credentialing (CACREP CORE 1.f., g.; CMHC 2.k.; MCFC 2.n.; EPSB 2.2.f., g.)

### **The Counseling Role and Relationship**

Unit 4: Client rights & counselor responsibilities

Unit 5: Multicultural competence and advocacy (CACREP CORE 1.e., 2.c., 5.d.; CMHC 2.j., 3.e.; EPSB 2.2.e., 2.3.c., 2.6.d.)

Unit 6: Counseling special populations (CACREP CORE 5.g.; EPSB 2.6.g.)

Unit 7: Counseling advocacy & leadership (CACREP CORE 1.d., EPSB 2.2.d.)

### **Ethical and Legal Issues in Counseling**

Unit 8: Confidentiality & privileged communication (CACREP CORE 1.i.; CMHC 2.i., 1., 3.c.; MCFC 3.e.; EPSB 2.2.h., 2.3.h.)

Unit 9: Malpractice, boundaries, and other challenges in counseling (CACREP CORE 1.i.; CMHC 2.i., 1., 3.c.; MCFC 3.e.; EPSB 2.2.h., 2.3.h.)

Unit 10: Technology in counseling (CACREP CORE 1.j., 5.d., e.; EPSB 2.2.i., 2.6.d.)

### **Professional Issues in Counseling**

Unit 11: Practice management and services (CACREP CORE 5.k.; CMHC 2.c., 3.d.; EPSB 2.6.k.)

Unit 12: Professional roles and relationships (CACREP CORE 1.b., c.; CMHC 2.a.; MCFC 2.a.; EPSB 2.2.b., c.)

Unit 13: Counseling supervision and consultation (CACREP 5.c.; EPSB 2.6.c., e.)

Unit 14: Research and publication in counseling (CACREP CORE 8.a.; EPSB 2.9.a.)

## **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:

5:30-6:00 Guest Speaker Panel *or* Resource Guide Presentation Prep

6:00-6:45 Class discussion/activities related to the readings

6:45-7:00 Break

7:00-7:30 Discussion group facilitator-led activities

7:30-8:15 Professor-led activity & summary

Date starting (Mon.)	Class Topics & Units	Readings (See Bb for supplemental readings)	Quizzes & Assignments Due
<b>Professional Identity</b>			
8/19	Unit 1: Introduction to the course Unit 1: Counseling history,	<ul style="list-style-type: none"> <li>• R&amp;H Ch 1 &amp; Ch 2</li> <li>• ACA Code of Ethics (preamble, purpose) 2</li> </ul>	Unit 1 Quiz Due <b>THURSDAY</b> of this week

	philosophy, and trends (CACREP CORE 1.a.; CMHC 1.a.; MCFC 1.a.; EPSB 2.2.a.)	<ul style="list-style-type: none"><li>• SASCA National Model</li><li>• Bray (2020, Sept)</li><li>• MIAMFC Code of Ethics (Sect A)</li></ul>	
8/26	Unit 2: Wellness & prevention (CACREP CORE 1.1.; MCFC 3.b.; EPSB 2.2.k.)	<ul style="list-style-type: none"><li>• R&amp;H Ch 7</li><li>• Meyers (2014, Mar)</li><li>• Meyers &amp; Sweeny (2008)</li><li>• Moffatt (2018)</li><li>• Phillips (2020, Sept)</li><li>• Shallcross (2013, Apr)</li><li>• Wicks &amp; Buck (2014)</li></ul>	Unit 2 Quiz. Wellness self-assessment and Personal Wellness Worksheet to Bb and bring to class. Deadline for partner support request to instructor
9/2	Unit 3: Professional organizations and credentialing in counseling (CACREP CORE 1.f., g.; CMHC 2.k.; MCFC 2.n.; EPSB 2.2.f., g.)	<ul style="list-style-type: none"><li>• R&amp;H Review Ch 2 &amp; Ch 7</li><li>• Bray (2015, Apr)</li><li>• IAMFC Code of Ethics (Sect C)</li><li>• MWilliams et al. (2021)</li></ul>	Unit 3 Quiz
<b><i>The Counseling Relationship</i></b>			
9/9	Unit 4: Client Rights & Counselor Responsibilities (CACREP CORE 1.e., 2.c., 5.d.; CMHC 2.j., 3.e.; EPSB 2.2.e., 2.3.c., 2.6.d.)	<ul style="list-style-type: none"><li>• R&amp;H Ch 4</li><li>• ACA CoE (Sect A, C)2</li><li>• CSI-NBCC Client Rights &amp; Responsibilities</li><li>• IAMFC CoE (Sect A, C)</li><li>• Francis &amp; Dugger (2014)</li><li>• Meyers (2016, July)</li><li>• Meyers (2014, Sep)</li></ul>	Unit 4 Quiz
9/16	Unit 5: Multicultural competence and advocacy (CACREP CORE 1.e., 2.c., 5.d.; CMHC 2.j., 3.e.; EPSB 2.2.e., 2.3.c., 2.6.d.)	<ul style="list-style-type: none"><li>• R&amp;H Ch 3</li><li>• MacLead (2014)</li><li>• Meyers (2020, June)</li><li>• Phillips (2020, July)</li></ul>	Unit 5 Quiz Flipgrid check-in video and response to 2 peers
9/23	Unit 6: Counseling Special Populations (CACREP CORE 5.g.; EPSB 2.6.g.)	<ul style="list-style-type: none"><li>• R&amp;H Ch 11 &amp; 12</li><li>• Hammond &amp; Czyszczon (2014)</li><li>• Overman-Goldsmith (2019, May)</li></ul>	Unit 6 Quiz
9/30	Unit 7: Counseling advocacy & leadership (CACREP CORE 1.d., EPSB 2.2.d)	<ul style="list-style-type: none"><li>• ACA Advocacy Task Force (2020, June)</li><li>• IAMFC CoE (Sect J)</li><li>• Meyers (2014, May)</li><li>• Myers, Sweeney &amp; White (2002)</li><li>• CSI Advocacy Committee (Tips)</li></ul>	Unit 7 Quiz
10/7	<i>No Class – Fall Break</i>		
<b><i>Ethical and Legal Issues in Counseling</i></b>			

10/14	Unit 8: Confidentiality & Privileged Communication (CACREP CORE 1.i.; CMHC 2.i., l., 3.c.; MCFC 3.e.; EPSB 2.2.h., 2.3.h.)	<ul style="list-style-type: none"> <li>• R&amp;H Ch 5 &amp; 6</li> <li>• ACA CoE (Sect B)2</li> <li>• IAMFC CoE (Sect B)</li> </ul>	Unit 8 Quiz
10/21 <b>Asynchronous week</b>	Unit 9: Malpractice, Boundaries, and other challenges (CACREP CORE 1.i.; CMHC 2.i., l., 3.c.; MCFC 3.e.; EPSB 2.2.h., 2.3.h.)	<ul style="list-style-type: none"> <li>• R&amp;H Ch 8 &amp; 9</li> <li>• ACA CoE (Sect I) 2</li> <li>• Wheeler (2014)</li> <li>• NBCC Resources</li> </ul>	Unit 9 Quiz Flipgrid check-in video and response to 2 peers
10/28	Unit 10: Technology in counseling (CACREP CORE 1.j., 5.d., e.; EPSB 2.2.i., 2.6.d.)	<ul style="list-style-type: none"> <li>• R&amp;H Ch 10</li> <li>• ACA CoE (Sect H) 2</li> <li>• IAMFC CoE (Sect I)</li> <li>• Bray (2020, Oct)</li> <li>• Teufel-Prida et al. (2020)</li> </ul>	Unit 10 Quiz Professional Resource Guide Presentations Due
<b>Professional Issues in Counseling</b>			
11/05 <b>Asynchronous week - Election Day</b>	Unit 11: Practice management & services (CACREP CORE 5.k.; CMHC 2.c., 3.d.; EPSB 2.6.k.)	<ul style="list-style-type: none"> <li>• R&amp;H Ch 13 &amp; Appendices A-E</li> <li>• ACA CoE (sect E) 2</li> </ul>	Unit 11 Quiz
11/11	Unit 12: Professional roles and relationships (CACREP CORE 1.b., c.; CMHC 2.a.; MCFC 2.a.; EPSB 2.2.b., c.)	<ul style="list-style-type: none"> <li>• R&amp;H Review Ch 13</li> <li>• ACA CoE (Sect D) 2</li> <li>• IAMFC CoE (Sect D)</li> <li>• Meyers (2019, April)</li> <li>• Meyers (2018, June)</li> </ul>	Unit 12 Quiz Resource Guide Presentations
11/18	Unit 13: Supervision and consultation (CACREP 5.c.; EPSB 2.6.c., e.)	<ul style="list-style-type: none"> <li>• R&amp;H Ch 15</li> <li>• ACA CoE (Sect F) 2</li> <li>• IAMFC CoE (Sect F)</li> <li>• Bray (2018, June)</li> </ul>	Unit 13 Quiz Resource Guide Presentations  Wellness Reflection paper and final tracking log due
11/25	<b>No Class - Thanksgiving Break</b>		
12/2	Unit 14: Research and publication in counseling (CACREP CORE 8.a.; EPSB 2.9.a.)	<ul style="list-style-type: none"> <li>• R&amp;H Ch 16</li> <li>• ACA CoE (Sect G) 2</li> <li>• IAMFC CoE (Sect G)</li> </ul>	Unit 14 Quiz  Resource Guide Presentations