



**Counselor Education Department  
Clinical Mental Health Counseling Program  
CM 500 Introduction to the Counseling Profession and Ethics  
3 Credit Hours  
Fall 2019**

**Course Introduction**

<b>Instructor:</b>	<b>Michael M. Kocet, Ph.D., LMHC, NCC, ACS</b>
<b>Course Section #</b>	<b>CM 500-A</b>
<b>Course Meeting Day/Time</b>	<b>Mondays 1:00-3:50pm CST Room 4068 Merchandise Mart</b>
<b>Office and Hours:</b>	<b>Room 4121 Merchandise Mart Tuesdays 11:30am-3:00pm, Thursdays 1:00pm-4:00pm and by appointment</b>
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**Official Course Description**

*This course introduces students to professional and practice aspects in counseling. Students will examine the historical, philosophical, and social context of the field as it developed. The course examines the professional, ethical, and legal issues related to the practice of professional counseling. Topics addressed include ACA Code of Ethics content such as informed consent, client rights, and malpractice as well as other regulations influencing the practice of counseling. The course also examines the major decision making models used for resolving ethical dilemmas. Relevant statutes and laws in the State of Illinois and other states are also reviewed. This course includes a lab to augment placement, professionalization, and advisement activities.*

**Institutional Learning Outcome Addressed**

**Institutional Learning Outcomes**

**Scholarship**

Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their scholarly and professional endeavors.

**Diversity**

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

**Professional Practice**

Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.

**Professional Behavior**

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

<p><b>Professional Behavior</b>          Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.</p>	
<p><b>Program Learning Outcomes:</b></p>	<p><b>Course Learning Outcome:</b></p>
<p>Foundations          Graduates will show a commitment to their identity as counselors through membership and activities in professional organizations, and through ethical behavior in their work with clients and other professionals.</p>	<p>CLO #1. Students will become knowledgeable about the history and philosophy of the counseling profession and its specialty areas (CACREP 2.F.1.a.)</p> <p>CLO 2 - Students will identify and distinguish the multiple professional roles, settings, and functions of counselors across specialty areas and their relationships with other human service providers and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation (CACREP 2.F.1.b, CMHC 2.a).</p> <p>CLO 3 - Students will describe and outline the role, process, and strategies for the professional counselor advocating on behalf of the profession to address institutional and social barriers that impede access, equity, and success for clients and mental health counseling (CACREP 2.F.1.d, 2.F.1.e, CMHC 3.e.).</p> <p>CLO 4 - Students will recognize, compare and contrast professional organizations, including membership benefits, activities, services to members, and current issues (CACREP 2.F.1.f).</p> <p>CLO 5 - Students will review and summarize professional credentialing, including certification, licensure, organizations, and accreditation practices, including preparation standards, current labor market information relevant to opportunities for practice within the counseling profession, and the effects of public policy on these issues (CACREP 2.F.1.g; 2.F.1.h; CMHC 2.k.).</p> <p>CLO 6 - Students will identify the ethical standards of professional organizations and credentialing bodies, and discuss the applications of ethical and legal considerations in professional counseling, and technology's impact on the counseling profession (CACREP 2.F.1.h, 2.F.1.i).</p> <p>CLO 7 - Students will identify and engage in strategies for personal and professional self-evaluation and implications for practice (CACREP 2.F.1.k.).</p> <p>CLO 8 - Students will plan and utilize self-care strategies appropriate to the counselor role (CACREP 2.F.1.l.).</p> <p>CLO 9 - Students will recognize and evaluate counseling supervision models, practices, and processes (CACREP 2.F.1.m.).</p> <p>CLO 10 - Students will identify and describe legislation and government policy relevant to mental health counseling (CMHC 2.i).</p>

	CLO 11 - Students will recognize and apply legal and ethical considerations specific to clinical mental health counseling (CMHC 2.I.).
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<b>Professional Practice</b> Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.	
<b>Program Learning Outcomes:</b>	<b>Course Learning Outcome:</b>
Counseling, Prevention, and Intervention PLO 2: show a commitment to their identity as counselors through membership and activities in professional organizations, and through ethical behavior in their work with clients and other professionals. 3. Counseling, Prevention, and Intervention: demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis, treatment, referral, and prevention of mental and emotional disorders.	Students will demonstrate knowledge and skills regarding the helping process; counseling theories and techniques; prevention, education, consultation, and wellness models; counselor self-understanding; and the change process (CACREP 2.F.5.).

**Program Learning Outcomes**

Upon successful completion of this program students will be able to:

1. **Diversity and Advocacy:** demonstrate the knowledge, skills, and practices to deliver culturally appropriate counseling services, advocate for clients, and understand how to influence policy to enhance the practice of clinical mental health counseling.
2. **Foundations:** show a commitment to their identity as counselors through membership and activities in professional organizations, and through ethical behavior in their work with clients and other professionals.
3. **Counseling, Prevention, and Intervention:** demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis, treatment, referral, and prevention of mental and emotional disorders.
4. **Assessment:** demonstrate the knowledge, skills, and practices of culturally appropriate and holistic clinical evaluation and assessment of normalcy and psychopathology.
5. **Diagnosis:** demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis of both psychopathology and normal developmental challenges, including appropriate use of diagnosis during trauma-causing events.
6. **Research and Evaluation:** competently and critically evaluate clinical mental health counseling research, demonstrate understanding of evidence-based treatments and outcome evaluation, and apply appropriate models of program evaluation.

**Required and Optional Texts and Electronic Reserves**

**Required Texts**

Title (APA Format)	ISBN	Publisher's Price
1. Neukrug, E. (2018) A brief orientation to counseling: Professional identity, history, and standards (2 <sup>nd</sup> ed).	978-1-305-66905-5	\$119.99
2. Welfel, E. (2016). Ethics in counseling and psychotherapy: Standards, research, and emerging issues (6 <sup>th</sup> ed).	978-1-305-26893-7	\$119.99

3. Picoult, J. (2004). My sister's keeper: A novel. NY: Washington Square Press.	978-1-4391-5738-1	\$16.00
4. Student Membership, The American Counseling Association www.counseling.org		\$105.00 annual fee
5. Other readings as assigned (On Canvas)		

**Recommended Text**

1. Sheperis, D., Henning, S., & Kocet, M. (2016). <i>Ethical decision making for the 21<sup>st</sup> century counselor</i> . Thousand Oaks, CA: Sage.	978-1-4522-3549-3	\$
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Course Rubric				
Learning Objectives Addressed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
1. To become knowledgeable about the history and philosophy of the counseling profession and its specialty areas (CACREP 2.F.1.a.)	No understanding of the counseling profession's history	Basic understanding of counseling profession's history	Intermediate understanding of counseling profession's history	Advanced understanding of counseling profession's history
2. To understand 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 (CACREP 2.F.1.b., CMHC 2.a)	No ability to understand basic roles and functions of counselors.	Basic ability to understand basic roles and functions of counselors.	Intermediate ability to understand basic roles and functions of counselors.	Advanced ability to understand basic roles and functions of counselors.
3. To become familiar with counselors' roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (CACREP 2.F.1.c.)	No ability to demonstrate knowledge of counselors' roles in interdisciplinary teams	Basic ability to demonstrate knowledge of counselors' roles in interdisciplinary teams	Intermediate demonstrate knowledge of counselors' roles in interdisciplinary teams	Advanced demonstrate knowledge of counselors' roles in interdisciplinary teams
4. To demonstrate self-care strategies appropriate to the counselor role (CACREP 2.F.1.l.)	No capacity to integrate self-care strategies.	Basic capacity to integrate self-care strategies	Intermediate capacity to integrate self-care strategies	Advanced capacity to integrate self-care strategies
5. To become knowledgeable about the role of counseling supervision in the profession (CACREP 2.F.1.m.)	No knowledge of role of counseling supervision in the profession.	Basic knowledge of role of counseling supervision in the profession.	Intermediate knowledge of role of counseling supervision in the profession.	Advanced knowledge of role of counseling supervision in the profession.
6. To become familiar with professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP 2.F.1.f.)	No conceptualization of professional counseling organizations and their benefits.	Basic conceptualization of professional counseling organizations and their benefits.	Intermediate conceptualization of professional counseling organizations and their benefits.	Advanced conceptualization of professional counseling organizations and their benefits.

7. To become aware of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP 2.F.1.g.)	Lacks knowledge of professional counseling credentialing and licensure practices and standards.	Basic knowledge of professional counseling credentialing and licensure practices and standards.	Intermediate knowledge of professional counseling credentialing and licensure practices and standards.	Advanced knowledge of professional counseling credentialing and licensure practices and standards.
8. To demonstrate knowledge of the role and process of the professional counselor advocating on behalf of the profession (CACREP 2.F.1.d., CMHC 3.e)	Lacks knowledge of role of advocacy in the profession.	Basic knowledge of role of advocacy in the profession.	Intermediate knowledge of role of advocacy in the profession.	Advanced knowledge of role of advocacy in the profession.
9. To become knowledgeable about the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP 2.F.1.e.)	Lacks knowledge of role of advocacy related to social barriers and client access.	Basic knowledge of role of advocacy related to social barriers and client access.	Intermediate knowledge of role of advocacy related to social barriers and client access.	Advanced knowledge of role of advocacy related to social barriers and client access.
10. To demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling (CACREP 2.F.1.i.)	No capacity to apply ethical standards to professional counseling.	Basic capacity to apply ethical standards to professional counseling	Intermediate capacity to apply ethical standards to professional counseling	Advanced capacity to apply ethical standards to professional counseling
11. To become knowledgeable about theories, models, and strategies for understanding and practicing consultation (CACREP 2.F.5.c.)	No understanding of the role of consultation in counseling.	Basic understanding of the role of consultation in counseling.	Intermediate understanding of the role of consultation in counseling.	Advanced understanding of the role of consultation in counseling.
12. To become knowledgeable of the current labor market information relevant to opportunities for practice within the counseling profession (CACREP 2.F.1.h)	No retention of knowledge of labor market for counseling profession.	Basic retention of knowledge of labor market for counseling profession.	Intermediate retention of knowledge of labor market for counseling profession.	Advanced retention of knowledge of labor market for counseling profession.
13. To become aware of technology's impact on the counseling profession (CACREP 2.F.1.j.)	No awareness of how technology impacts the counseling field.	Basic awareness of how technology impacts the counseling field.	Intermediate awareness of how technology impacts the counseling field.	Advanced awareness of how technology impacts the counseling field.
14. To demonstrate strategies for personal and professional self-evaluation and implications for practice (CACREP 2.F.1.k)	Lacks any capacity for self-evaluation.	Basic capacity for self-evaluation.	Intermediate capacity for self-evaluation.	Advanced capacity for self-evaluation.
15. To identify strengths related to leadership and advocacy (CACREP 2.F.1.e)	Poor capacity for leadership and advocacy.	Basic capacity for leadership and advocacy.	Intermediate capacity for leadership and advocacy.	Exceptional capacity for leadership and advocacy.

<p>16. To demonstrate understanding of major ethical issues and standards as described in the ACA and other Ethical Codes, and their application to clinical settings (CACREP 2.F.1.i)</p>	<p>No demonstration of knowledge of the code of ethics and inability to apply it to clinical settings</p>	<p>Basic demonstration of knowledge of the code of ethics and ability to apply it to clinical settings</p>	<p>Intermediate demonstration of knowledge of the code of ethics and ability to apply it to clinical settings</p>	<p>Strong demonstration of knowledge of the code of ethics and ability to apply it to clinical settings</p>
<p>17. To utilize relevant models of ethical decision-making and apply it to direct clinical practice with diverse populations (CACREP 2.F.1.i)</p>	<p>No ability to utilize the three relevant models of ethical decision-making</p>	<p>Basic ability to utilize the three relevant models of ethical decision-making</p>	<p>Intermediate ability to utilize the three relevant models of ethical decision-making</p>	<p>Advanced ability to utilize the three relevant models of ethical decision-making</p>
<p>18. To demonstrate the knowledge and skill necessary to provide informed consent at a level consistent with ACA Ethical standards (CACREP 2.F.1.i)</p>	<p>Lacks knowledge and skill necessary to provide informed consent</p>	<p>Basic knowledge and skill necessary to provide informed consent</p>	<p>Intermediate knowledge and skill necessary to provide informed consent</p>	<p>Advanced knowledge and skill necessary to provide informed consent</p>
<p>19. To demonstrate the ability to reflect upon ethical standards in their personal and professional lives, including how cultural differences, technology and social media, and management of professional boundaries impact ethical decision-making (CACREP 2.F.1.i)</p>	<p>No ability to reflect upon ethical standards in one's personal and professional life.</p>	<p>Basic ability to reflect upon ethical standards in one's personal and professional life</p>	<p>Intermediate ability to reflect upon ethical standards in one's personal and professional life.</p>	<p>Advanced ability to reflect upon ethical standards in one's personal and professional life.</p>

**Class Schedule, Assignments, and Grading**

Week	Topic	Course Learning Outcomes	Readings and Assignments	Assessment Method / Tool
<p><b><u>Week 1</u></b> <b>8/26/19</b></p>	<p>Introduction to the Counseling Profession; Review syllabus; Course Expectations</p>	<p>1. To become knowledgeable about the history and philosophy of the counseling profession and its specialty areas (CACREP 2.F.1.a.)</p>		<p>95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).</p>
<p><b><u>9/2/19</u></b></p>	<p><b>Labor Day – NO CLASS</b></p>			
<p><b><u>Week 2</u></b> <b>9/9/189</b></p>	<p>Foundations of Professional Counselor Identity; Counseling Settings, Organizations and Leadership,</p> <p>Library Services – David Sibley, Director</p> <p>The History The Role of Advocacy in Counseling; Accreditation, and Licensure/Credentialing</p>	<p>2. To understand 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; (CACREP 2.F.1.b.)</p> <p>6. To become familiar with professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP 2.F.1.f.)</p> <p>7. To become aware of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP 2.F.1.g.).</p> <p>8. To demonstrate knowledge of the role and process of the professional counselor advocating on behalf of the profession</p>	<p>Neukrug, Ch#1, 2, 8</p> <p>Welfel Ch#1</p>	<p>95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).</p>

Week	Topic	Course Learning Outcomes	Readings and Assignments	Assessment Method / Tool
		12. To become knowledgeable of the current labor market information relevant to opportunities for practice within the counseling profession (CACREP 2.F.1.h)		
<b>Week 3</b> <b>9/17/19</b> No class on <b>Monday</b> <b>9/16</b>	Envisioning Justice Art Exhibit <a href="https://envisioningjustice.org/exhibition/">https://envisioningjustice.org/exhibition/</a> 4-6:50pm on Tuesday, September 17, 2019 <b>Mandatory Attendance for all students</b>	(CACREP 2.F.1.d.) 9. To become knowledgeable about the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP 2.F.1.e.) 15. To identify strengths related to leadership and advocacy (CACREP 2.F.1.e)	Neukrug Ch#4, 5, 7, 8	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<b>Week 4</b> <b>9/23/19</b>	Counseling Processes and Approaches, Theories, and Skills  <b>Ann Jenkins</b>	14. To demonstrate strategies for personal and professional self-evaluation and implications for practice (CACREP 2.F.1.k)	Neukrug Ch#3	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<b>Week 5</b> <b>9/30/19</b>	The Counseling Relationship; Ethical Decision-Making; Record keeping; Informed consent ACA Code of Ethics Section A	10. To demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling (CACREP 2.F.1.i.)  16. To demonstrate understanding of major ethical issues and standards as described in the ACA and other Ethical Codes, and their application to clinical settings. (CACREP 2.F.1.i)  17. To utilize relevant models of ethical decision-making and apply it to direct	Welfel Ch #2	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).



Week	Topic	Course Learning Outcomes	Readings and Assignments	Assessment Method / Tool
		clinical practice with diverse populations. (CACREP 2.F.1.i)		
<b>Week 6</b> <b>10/7/19</b>	Informed Consent in the Counseling Relationship  <b>Ann Jenkins &amp; Dr. K.</b>	18. To demonstrate the knowledge and skill necessary to provide informed consent at a level consistent with ACA Ethical standards. (CACREP 2.F.1.i)	Welfel Ch#6  <b>Interview/Site Observation paper due by noon on Canvas</b>	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<b>Week 7</b> <b>10/14/19</b>	Multiculturalism, Social Justice, and Inclusion in Counseling	9. To become knowledgeable about the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. (CACREP 2.F.1.e.)  19. To demonstrate the ability to reflect upon ethical standards in their personal and professional lives, including how cultural differences, technology and social media, and management of professional boundaries impact ethical decision-making. (CACREP 2.F.1.i)	Neukrug Ch#10  Welfel Ch#3	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<b>Week 8</b> <b>10/21/19</b>	Managing Boundaries in Counseling  Confidentiality in Counseling, Group Work and Ethics with Couples/Families: ACA Code of Ethics Section B  <b>Ann Jenkins &amp; Dr. K.</b>	10. To demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling (CACREP 2.F.1.i.)  18. Students will demonstrate the ability to reflect upon ethical standards in their personal and professional lives, including how cultural differences, technology and social media, and management of professional	Welfel Ch#5, 7, 8, 9  My Sister's Keeper Novel due	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).

Week	Topic	Course Learning Outcomes	Readings and Assignments	Assessment Method / Tool
		<p>boundaries impact ethical decision-making. (CACREP 2.F.1.i)</p> <p>14. To demonstrate strategies for personal and professional self-evaluation and implications for practice (CACREP 2.F.1.k)</p> <p>10. To demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling (CACREP 2.F.1.i.)</p>		
<b>Week 9</b> <b>10/28/19</b>	Ethics and Legal Issues in Counseling	10. To demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling (CACREP 2.F.1.i.)	Tarasoff article Ward v. Wilbanks case  <b>Ethical Case Analysis paper due by 12pm noon on Canvas</b>	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<b>Week 10</b> <b>11/4/19</b>	Competency, Professional Relationships & Responsibilities: ACA Code of Ethics Section C & D  <b>CACREP Site Team Visit to class</b>	4. To demonstrate self-care strategies appropriate to the counselor role (CACREP 2.F.1.i.)	Welfel Ch#4  Ethics Panel & IL Licensure Process: TBD	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<b>11/11/19</b>	<b>Veteran's Day – NO CLASS</b>			
<b>Week 11</b> <b>11/18/19</b>	Evaluation and Assessment in Counseling: ACA Code of Ethics Section E  <b>Ann Jenkins</b>	10. To demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling (CACREP 2.F.1.i.)	Welfel Ch#10  <b>DRAFT Informed Consent paper due in-class (3 copies)</b>	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
<b>Week 12</b> <b>11/25/19</b>	Supervision in Counseling; Teaching & Training in Counseling: ACA Code of Ethics Section F	5. To become knowledgeable about the role of counseling	Welfel Ch#14, 15	95% of students will achieve a grade of B or higher on their

Week	Topic	Course Learning Outcomes	Readings and Assignments	Assessment Method / Tool
		supervision in the profession. (CACREP 2.F.1.m.)  11. To become knowledgeable about theories, models, and strategies for understanding and practicing consultation (CACREP 2.F.5.c.)	<b>FINAL Informed Consent paper due by noon on Canvas</b>	overall assignments and class participation (at course rubric levels 3 and 4).
<b>Week 13</b> <b>12/2/19</b> <b>Last Class</b>	Ethical Issues in Counseling Research, Technology and Social Media ACA Code of Ethics Section G & H  Resolving Ethical Issues, ACA Code of Ethics Section I; Course Wrap Up	13. To become aware of technology's impact on the counseling profession (CACREP 2.F.1.j.)  10. To demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling (CACREP 2.F.1.i.)	Welfel Ch#11, 12	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).

### Course Assignments

Please note that all writing assignments/papers for this class must include: An APA style cover page, APA page #'s, running head, header, reference page, and citations throughout the paper. Students are encouraged to consult the APA Manual and outside resources for assistance in APA style. Points will be deducted if APA format is not followed. Students are expected to create strong introductions and conclusions in their papers and to demonstrate critical thinking in all assignments. Please be sure to thoroughly review the assignment rubric prior to completing the assignment. Points will be deducted if the rubric is not followed.

#### Participation and Attendance (100 points)

All students must attend class regularly and actively participate in class discussion. The class format requires all students be prepared to apply the readings via a number of in-class vignettes and role plays. To receive a maximum credit, students may not miss more than one class; 2 or more missed classes lead to an automatic drop in 1 letter grade.

Active participation is a key to the learning process. Students will be challenged and encouraged to examine issues from a variety of perspectives. Students will only get out of the class what is put into it. This class is designed to develop your critical thinking skills. This class will take a collaborative approach to learning – you will be exposed to diverse perspectives from your peers, the instructor, and the course readings. Class participation is essential! Even if students attend all classes but choose not to contribute to in-class discussions, class participation points will be deducted which will impact student's final grade. Students must demonstrate active discussion and engagement in class discussions, role-plays, and exercises. Students will be asked to complete various mini-assignments in and out of class as part of the learning process. Class

participation points are based on engagement with colleagues and instructor throughout the course and demonstrate graduate level analysis of course content.

### **Everyday Ethics Article Facilitation**

As a way to foster discussion among students in CM 500 Intro to Counseling and Ethics, students will be expected to participate in – Everyday Ethics as part of your class participation. In order to receive full credit for class participation, all students are expected to bring in to class an article addressing an ethical issue. This can be an ethical issue or dilemma in the field of counseling, psychology, social work, business, politics, medicine, education, etc. Students will be assigned a week during semester by their instructor to facilitate a 5 min discussion about their article and brief commentary on the article.

### **Interview with a Licensed Clinical Professional Counselor and Site/Agency Observation (100 points)**

You are to interview a Licensed Clinical Professional Counselor in a mental health agency or other clinical setting (not private practice). The purpose of this assignment is to acquaint you with an average day of a mental health counselor and the work s/he does. The professional must have the LCPC credential, it cannot be a social worker, psychologist, or psychiatrist. You must get the approval of the instructor prior to conducting the interview. Failure to do so will result in points deducted from assignment. You cannot interview a family member, friend, or colleague, or someone in your current work setting. You are also to conduct a site observation/tour, documenting the day-to-day operations of the licensed clinical professional counselor. You are to write a 5-6 page synthesis of your interview and observation experience and what you learned about the field of mental health counseling. This paper is not to be a transcript of the interview, but is to be a formal discussion on the professional role of a counselor, as well as your observations of the functions within that clinical setting. You must clearly address the interview questions in your paper. You must also attach copies of blank intake forms, sample forms, brochures, etc. from the setting you visited (with no client information). Students need to email the instructor for permission to interview selected individual prior to engaging in the interview/observation. You are to obtain written consent from your interviewee, giving you permission to observe at this site. You are integrate the course readings/texts into your paper (Proper APA format and citations). An interview guide is provided below. You must incorporate each of the areas below into your paper

#### Interview Guide

1. What counseling degree do you have and where did you attend graduate school?
2. What was the process like in obtaining your LCPC?
3. How long have you been a mental health counselor?
4. What is the most rewarding/least rewarding aspects of your job?
5. What are your areas of specialization or clinical focus? How did you acquire that specialization?
6. What led you to choose a career in mental health counseling?
7. What theory or theories guide your daily practice with clients?
8. What therapeutic techniques/counseling skills/interventions do you most often use with clients?
9. In what ways do you work with clients from diverse populations? What has been the most challenging experience you have had with a client from a multicultural population?
10. What do you see are the key issues that mental health counselors are currently facing?
11. How do you work in your current setting with professionals from different disciplines (such as social work/psychology/psychiatry, etc.) What is it like working in an interdisciplinary team?
12. How did your graduate training best prepare you for the realities of being a mental health counselor? What didn't graduate school prepare you for?
13. What is the most challenging ethical issue you have had to deal with as a licensed clinical professional counselor?
14. How do you use supervision as a mental health counselor?
15. What advice would you offer a new mental health counseling graduate student?

#### For the Student:

16. What did you learn about the mental health counseling profession from the interview and observation that you did not know before?
17. What were your preconceptions about the work that this type of counselor did? How have your views changed/remained the same as a result of the interview experience?
18. What thoughts and feelings do you have about your future career as a mental health counselor?

\*Be sure to integrate the course text/readings into your paper (APA format).

For the Observation portion of your paper, you are to write about the following:

- Initial stages of the helping/counseling process at the setting (in-take assessment, consent forms used, assessments, etc. that are applicable to the setting).
- Discuss the types of paperwork completed by the Licensed Clinical Professional Counselor (i.e. clinical notes, insurance forms, administrative reports, etc.).
- Describe the physical environment (i.e. counselor's office/décor/books/credentials, layout, waiting room areas, group therapy rooms, etc.)
- Any other pertinent issues that you observed.

**Note:** Be sure to begin securing a professional counselor to interview for this assignment as soon as possible. Extensions will be not be given on this assignment. It is the student's responsibility to find someone to interview in a timely manner for this project.

### Writing Assessment

The Licensed Clinical Professional Counselor Interview paper will be treated as a writing sample representative of your writing skills and will be assessed by the course instructor to determine if you may benefit from individual writing support. The assessment focuses on three main areas:

- APA format, citations, and references (if applicable)
- Writing style (incl. clarity and precision, structure, use of evidence, and appropriate language)
- Mechanics (incl. grammar, punctuation, usage, and sentence structure)

Submitting a carefully proofread and formatted piece of writing will enhance the accuracy of the writing assessment.

### Ethical Case Analysis Paper (150 points)

For this assignment students will be given an ethical case to analyze which will pose a professional ethical dilemma. Students will review the case and using the course texts and outside readings, analyze the ethical issues presented in the case and using a specific ethical decision making model (handout given in class), identify an ethical decision process that responds appropriately to the presenting dilemma. Students will identify in their response appropriate sections of the ACA Code of Ethics (2014) and identify specific ethical standards from within the code of ethics that pertain to the ethical case. In their responses, students must identify which specific ethical decision-making model they have chosen to analyze the case and show each step of the model in their paper. Students are expected to include at least 2 outside references from books or journal articles (in addition to course texts) in their analysis that pertain to the issue presented in the dilemma (i.e. confidentiality, receiving gifts). Student must cite those additional references in APA style throughout the analysis. Your paper should include a general introduction to the importance of counselor competency and a strong conclusion to your paper addressing the importance of ethical decision making in the role of being a professional counselor, and include appropriate subheadings to help structure your paper. Ethical case responses should be 6-8 pages in length (not including the APA cover page and reference page). Students must include a well-crafted introduction, subheadings, and conclusion in their papers. Please do not begin your paper with the first step of your ethical decision-making model. Include a formal introduction discussing counseling competency and/or the importance of ethical decision-making. End your paper with a strong conclusion, addressing what you learned as a result of utilizing an ethical decision-making model to examine a potential ethical dilemma.

### Informed Consent Paper (150 points)

Using the examples to be handed out in class students will create their own professional informed consent form for their respective setting (private practice, mental health agency, etc.). The purpose of an informed consent form is to provide clients and students obtaining counseling services with a thorough understanding/explanation of the role of the counseling process and the role of the counselor. You are to create the informed consent form using the guidelines from the course texts and outside readings. The informed consent form should be limited to 4-5 pages (single-spaced, include an APA style cover page). If you are writing an informed consent form for counseling children or adolescents (minor clients) you will need to

create two mini informed consent forms – one for the minor client and a separate form for parents/guardians (1-2 pages for minor clients, 1-2 pages for parents/guardians). Students will turn in three copies of their Informed Consent Form (one for the instructor, two for peer evaluators). Students will submit draft copies of their Informed Consent in order to receive peer feedback. Peer Evaluation forms will be available on Canvas. Peers are to provide constructive feedback on the strengths as well as ways the informed consent form can be strengthened. After receiving feedback from peers, students will submit a final copy of their Informed Consent.

## CM 500 Intro to Counseling and Ethics Rubrics

### LCPC Interview Rubric

Learning Objectives Addressed	Demonstration Level 4	Demonstration Level 3	Demonstration Level 2	Demonstration Level 1	Score
To become knowledgeable about the history and philosophy of the counseling profession and its specialty areas (CACREP 2.F.1.a.)	Advanced understanding of the mental health counseling profession	Adequate understanding of mental health counseling profession	Limited understanding of mental health counseling profession	No understanding of mental health counseling profession	
To understand 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 (CACREP 2.F.1.b., CMHC 2.a)	No ability to understand basic roles and functions of counselors.	Adequate ability to understand basic roles and functions of counselors.	Limited ability to understand basic roles and functions of counselors.	Advanced ability to understand basic roles and functions of counselors.	
To become familiar with counselors' roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (CACREP 2.F.1.c.)	Advanced demonstration of counselors' roles in interdisciplinary teams	Adequate demonstration of counselors' roles in interdisciplinary teams	Limited demonstration of counselors' roles in interdisciplinary teams	No demonstration of counselors' roles in interdisciplinary teams	
To become knowledgeable about the role of counseling supervision/consultation in the profession (CACREP 2.F.1.m.)	Advanced knowledge of role of counseling supervision/consultation in the profession.	Adequate knowledge of role of counseling supervision/consultation in the profession.	Limited knowledge of role of counseling supervision/consultation in the profession.	No knowledge of role of counseling supervision/consultation in the profession.	
To become aware of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP 2.F.1.g.)	Advanced knowledge of professional counseling credentialing and licensure practices and standards.	Adequate knowledge of professional counseling credentialing and licensure practices and standards.	Limited knowledge of professional counseling credentialing and licensure practices and standards.	No knowledge of professional counseling credentialing and licensure practices and standards.	
Writing/Organization/APA	Paper has strong organization or flow; writing is engaging and clear; Strong APA format	Paper shows good organization or flow; writing is average; limited APA errors	Paper shows poor organization and flow; writing is unclear at times; APA errors	Paper is extremely disorganized and is disjointed; writing is unclear; lacks APA formatting	

<b>Ethical Case Analysis Rubric</b>					
<b>Learning Objectives Addressed</b>	<b>Demonstration Level 4</b>	<b>Demonstration Level 3</b>	<b>Demonstration Level 2</b>	<b>Demonstration Level 1</b>	<b>Score</b>
To demonstrate understanding of major ethical issues and standards as described in the ACA and other Ethical Codes, and their application to case example. (CACREP 2..1.i)	Strong demonstration of knowledge of the code of ethics and inability to apply it to case example	Adequate demonstration of knowledge of the code of ethics and ability to apply it to case example	Limited demonstration of knowledge of the code of ethics and ability to apply it to case example	No demonstration of knowledge of the code of ethics and ability to apply it to case example	
To utilize relevant models of ethical decision-making and apply it to direct clinical practice with diverse populations (CACREP 2..1.i)	Advanced ability to utilize relevant models of ethical decision-making, integrating cultural considerations	Adequate ability to utilize relevant models of ethical decision-making, integrating basic cultural considerations	Limited ability to utilize relevant models of ethical decision-making and cultural considerations	No ability to utilize relevant models of ethical decision-making and no cultural considerations	
To demonstrate the ability to reflect upon ethical standards in their personal and professional lives, including how cultural differences, technology and social media, and management of professional boundaries impact ethical decision-making (CACREP 2..1.i)	Strong ability to reflect upon ethical standards in one's personal and professional life.	Adequate ability to reflect upon ethical standards in one's personal and professional life	Limited ability to reflect upon ethical standards in one's personal and professional life.	No ability to reflect upon ethical standards in one's personal and professional life.	
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 1.3.i)	Demonstrates application of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Adequate demonstration	Limited demonstration	No demonstration	
Writing/Organization/APA	Paper has strong organization or flow; writing is engaging and clear; Strong APA format	Paper shows good organization or flow; writing is average; limited APA errors	Paper shows poor organization and flow; writing is unclear at times; APA errors	Paper is extremely disorganized and is disjointed; writing is unclear; lacks APA formatting	



Informed Consent Rubric					
	Demonstration Level 4	Demonstration Level 3	Demonstration Level 2	Demonstration Level 1	Score
To demonstrate the knowledge and skill necessary to provide informed consent at a level consistent with ACA Ethical standards (CACREP 2.F.1.i)	Advanced knowledge and skill necessary to provide informed consent	Adequate knowledge and skill necessary to provide informed consent	Limited knowledge and skill necessary to provide informed consent	No knowledge and skill necessary to provide informed consent	
To demonstrate the knowledge and skill necessary to provide informed consent at a level consistent with ACA Ethical standards (CACREP 2.F.1.i)	Consent form actively integrates statements related to confidentiality, boundaries, technology, fees, theoretical orientation, counselor education/training, etc. onto consent form	Consent form adequately integrates statements related to confidentiality, boundaries, technology, fees, theoretical orientation, training, etc. onto consent form	Consent form integrates statements related to confidentiality, boundaries, technology, fees, theoretical orientation, training, etc. onto consent form in a limited manner	Consent form does not integrate statements related to confidentiality, boundaries, technology, fees, theoretical orientation, training, etc. onto consent form	
Integrated knowledge of record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CACREP CMHC 5.C.2.m)	Consent form actively addresses records, diagnosis, and other pertinent issues	Consent form adequately addresses records, diagnosis, and other pertinent issues	Consent form is limited in addressing records, diagnosis, and other pertinent issues	Consent form does not address records, diagnosis, and other pertinent issues	
Writing/Organization	Consent form has strong organization or flow; writing is engaging and clear	Consent form shows good organization or flow; writing is average	Consent form shows poor organization and flow; writing is unclear at times	Consent form is extremely disorganized and is disjointed; writing is unclear	

Class Participation/Attendance Rubric					
	Demonstration Level 4	Demonstration Level 3	Demonstration Level 2	Demonstration Level 1	Score
Actively participates in small and large group class discussion	Actively participates in discussion	Average Participation	Rare participation	No participation	
Demonstrates professionalism and strong ethical awareness	Strong awareness of professionalism and ethics	Basic awareness of professionalism and ethics	Limited awareness of professionalism and ethics	No awareness of professionalism and ethics	
Communicates with peers and instructor in a professional manner	Exceptional communication with peers and/or instructor	Basic communication with peers and/or instructor	Limited professional communication with peers and/or instructor	Very poor communication with peers and/or instructor	
Attends all class sessions and is on time.	Attends all classes and is on time	Missed one class; late on occasion/leaves early	Missed two classes; pattern of being late/leaving early	Missed three or more classes; consistently late/leaves early	
Is respectful of peers and instructor	Very respectful of peers and instructor	Basic respect of peers and instructor	Limited respect of peers and instructor	Very respectful of peers and instructor	



## Assignments and CACREP Competencies

Assignment	CACREP Competencies
Participation and Attendance	CACREP F.1.a-m
Interview with a Licensed Clinical Professional Counselor and Site/Agency Observation	CACREP F.1.b, F.1.c, F.1.d., F.1.e., F.1.h, F.1.m.
Ethical Case Analysis Paper	CACREP F.1. i.
Informed Consent Paper	CACREP F.1.i.

### Statement on Final Grades

Some courses may use online course management software, such as Canvas, as a key component in the course experience. Such software may record grades for individual assignments for both the instructor and the student, as well as tabulate a cumulative grade based on the grading criteria for the course. However, the only official source for final grades is the Academic Portal.

### Written Assignments

- APA Style: All assignments are written in APA style using the Publication Manual of the American Psychological Association, 6<sup>th</sup> edition.
- Title and Reference Pages are required, as are inline citations.

### Technology/iPad/Laptop Policy

Students are asked to turn cell phones on silent and not to engage in cell phone use or other technology devices (iPad/Laptop) except during breaks, and before, or after class (unless otherwise requested by the instructor). Students should not be utilizing the internet for personal use during class.

### Grade Point Classification

[http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2002#Grade Point Classification](http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2002#Grade_Point_Classification)

All academic work in courses, seminars, independent studies, and practicum/internship is evaluated by the instructor and is noted on the student's transcript. Instructors award one of the following grades:

Grade	Percentages	Points	Description
A	94 – 100%	4.00	Superior
A-	90 – 93%	3.67	Excellent
B+	88 – 89%	3.33	Very Satisfactory
B	83 – 87%	3.00	Satisfactory
B-	80 – 82%	2.67	Marginally Satisfactory
C	70 – 79%	2.00	Below Expectations
F	69 and below	0.00	Unacceptable
P	80 – 100%	0.00	Pass (not calculated into GPA)
NP	79 and below	0.00	No Pass (not calculated into GPA)
CR	Meets course requirements	0.00	Credit
NC	Does not meet course requirements	0.00	No Credit
IP	N/A	0.00	In Progress (temporary grade)
W*	N/A	0.00	Withdrawal (up to 67% of course completed)
AU	N/A	0.00	Audit
I	N/A	0.00	Incomplete

\* The W grade may be assigned by administrative staff in accordance with the drop/withdrawal schedule.

### Statement on Final Grades

Some courses may use online course management software, such as Canvas, as a key component in the course experience. Such software may record grades for individual assignments for both the instructor and the student, as well as tabulate a cumulative grade based on the grading criteria for the course. However, the only official source for final grades is the Student ePortal.

<b>POLICY</b>
The Chicago School of Professional Psychology Policies are found in the <a href="#">TCSPP Catalog</a> (Institutional, Academic, Student Rights and Responsibilities, and Financial Aid and Student Account Policy sections). Students should pay particular attention to the following policies:
<b>INTRODUCTION</b>
<ul style="list-style-type: none"> <li>• <b>COMMITMENT TO DIVERSITY</b></li> </ul>
<b>ACADEMIC POLICIES AND PROCEDURES</b>
<ul style="list-style-type: none"> <li>• <b>CLASS CANCELLATION</b></li> <li>• <b>CREDIT HOUR</b></li> <li>• <b>GRADING POLICIES</b> <ul style="list-style-type: none"> <li>○ <b>ADMINISTRATIVE GRADES</b> <ul style="list-style-type: none"> <li>▪ <b>INCOMPLETE</b></li> </ul> </li> </ul> </li> <li>• <b>LEAVE OF ABSENCE</b> <ul style="list-style-type: none"> <li>○ <b>MILITARY LEAVE OF ABSENCE</b></li> </ul> </li> </ul>
<b>FINANCIAL AID AND STUDENT ACCOUNT POLICIES</b>
<b>STUDENT RIGHTS AND RESPONSIBILITIES</b>
<ul style="list-style-type: none"> <li>• <b>ACCESSIBILITY ACCOMMODATIONS</b></li> <li>• <b>STUDENT CONDUCT</b> <ul style="list-style-type: none"> <li>○ <b>ACADEMIC INTEGRITY</b></li> <li>○ <b>PROFESSIONAL COMPORTMENT</b></li> </ul> </li> <li>• <b>RELIGIOUS ACCOMMODATIONS</b></li> <li>• <b>TECHNOLOGY</b> <ul style="list-style-type: none"> <li>○ <b>ELECTRONIC COMMUNICATION ETIQUETTE</b></li> <li>○ <b>USE OF COMPUTING RESOURCES</b></li> </ul> </li> </ul>
<b>STUDENT SERVICES, HEALTH, AND SAFETY</b>

## Student Academic Supports and Resources

### [STUDENT PORTAL FOR UNIVERSITY RESOURCES](#)

The student portal is a place where you can find quick links to the below resources in one place.

### [BOOKSTORE](#)

### [CANVAS SUPPORT](#)

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) Search the [Canvas Guides](#) which have a plethora of detailed videos, step-by-step instructions, and links.
- 2) Access the community user boards and discussions.

- 3) Ask HelpDesk:
- Submit a ticket with your question or issue by filling out the form provided in the course.
  - Contact the Help Desk by phone: 855-745-8169
  - Have a live IM chat with a HelpDesk representative.

### **IT SUPPORT**

Students may contact HelpDesk by:

**Phone:** (800) 747-8367

**Email:** [helpdesk@tcsedsystem.edu](mailto:helpdesk@tcsedsystem.edu)

**Website**

#### **Hours**

	<b>Pacific time</b>	<b>Central time</b>	<b>Eastern time</b>
<b>Weekdays</b>	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
<b>Weekend</b>	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

### **LIBRARY RESOURCES**

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- [Chicago / XULA Library](#)
- [Online Library](#)
- [Southern California Library](#)
- [Washington DC Library](#)
- [Dallas Library](#)

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

### **ACADEMIC SUPPORT**

#### **Chicago Writing Center**

The Chicago Writing Center offers writing support through in-person consultations and online paper reviews from our team of writing coaches and tutors, as well as a variety of online resources. All current students have access to writing, statistics, study skills, and APA style resources through the Graduate Student Success Program (GSSP) in Canvas. Students can book a 1-hour in-person appointment with the Chicago Writing Center by emailing [cwc@thechicagoschool.edu](mailto:cwc@thechicagoschool.edu) or submit a paper for review (up to 10 pages at a time) through the "Assignments" section of the Chicago Writing Center Canvas course. Please allow 2-3 business days for a response. To learn about additional options for support, visit the Chicago Writing Center office in Room 606A in the Library or email [cwc@thechicagoschool.edu](mailto:cwc@thechicagoschool.edu).