

THE UNIVERSITY OF ALABAMA

Course Inventory

Date 8/25/17 Department ESPRMC College Education

PROPOSAL TO OFFER A NEW COURSE, CHANGE AN EXISTING COURSE; OR DELETE AN EXISTING COURSE
(Please attach a copy of course syllabus for Office of Academic Affairs)

Course No. BCE 517

Add x Change _____ Inactivate _____

Type of modification:

Title Professional Issues, Ethics, and Advocacy in Cr Description see below Credit hours 3

Type _____ Grade Graduate

Number 517 Old _____
New x

Classification of Instructional Programs (CIP) # 51.2310; 51.1508; 13.1101

Title Professional Issues, Ethics, and Advocacy in Counseling

Short Title (30 characters or less) Professional Counseling

FILL IN ALL REMAINING PARTS FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

DESCRIPTION:

This course is designed to expose students to the fundamental principles of being a professional counselor.
This course will help students to be familiar with assumptions, theories, strategies, applications, ethical, and legal considerations related to the development of counseling.

1. Credit Hours 3

2. Prerequisites no

3. Corequisites no

4. Cross Listed (Equivalent Courses) N/A
Cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.

5. Slash Listed (Equivalent Courses) n/a
Slash listed courses refer to the courses offered by the same department at different levels.

... Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that the catalog descriptions and course requirements reflect the graduate/undergraduate differentiation.

6. Mark one of the following course grading patterns:

(a) Letter grade x

(b) Pass/fail _____

7. Indicate one of the following types of instruction:

(a) Seminar	_____	(b) Lecture	<u>x</u>
(c) Independent Study	_____	(d) Laboratory	_____
(e) Thesis/Dissertation	_____	(f) Field Experience	_____
(g) Recitation/Discussion/Quiz	_____	(h) Lecture/Laboratory	_____
(i) Activity/Performance/Studio	_____	(j) Clinic	_____
(k) Research	_____	(l) Online	<u>x</u>
(m) Blended	_____	(n) Lec w/Recitation/ Discussion/Quiz	_____

8. Attributes

(a) Service Learning _____

(b) Honors _____

9. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

10. Maximum Repeat: 3 (Total number of credit hours; not total number of times)

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

Department Head: _____ Signature _____ Date _____

Angela O. Benson

**AIC Chair
10/30/17**

**COLLEGE OF EDUCATION
NEW COURSE PROPOSAL FORM**

COURSE NUMBER/NAME BCE 517/ *Professional Issues, Ethics, and Advocacy in Counseling*

- A. Complete the University of Alabama *Course Inventory* form and attach it as the cover page to this request.
- B. Attach a syllabus for the course which includes:
1. Course number, title and number of credit hours
 2. Catalog course description, including all prerequisites.
 3. Course goals and specific educational objectives for each major instructional unit.
 4. Required text(s) and/or readings.
 5. Description of required clinical experiences and assignments, if appropriate.
 6. Description of assignments.
 7. Number and nature of examinations, including policy for make-up tests.
 8. Grading procedures for tests and assignments.
 9. Procedures for determining final grades.
 10. Attendance policy.
 11. Policy on academic misconduct.
 12. Policy on reasonable accommodation.
 13. Course bibliography, if appropriate.
- C. Provide the following information for review by the Department Head.
1. Describe the rationale for the course.

There are two major reasons to support the development of this course. First, both school counseling and rehabilitation counseling programs have changed from 48 to 60 semester credit hours in response to 2016 CACREP Standards. The new standards request all entry-level counseling programs to have a minimum 60 semester credit-hour course work beginning with July, 2020. BCE 517 will be a new required course. Second, this course can provide students from all three counseling tracks (School, Clinical Mental Health, and Rehabilitation) an overview of counseling, including professional issues, ethics, and advocacy, all of which are critical to the development of a unified counseling professional identity.

2. Name the proposer of the course and any other faculty who are qualified to teach the course. Describe any specific qualifications and capabilities an individual must have to teach this course.

There are two proposers:

Junfei Lu, Ph.D., C.R.C (online version for Rehabilitation Counseling, see syllabus)

Ryan Cook, Ph. D., LPC. (in-class version for School and Clinical Mental Health Counseling, see syllabus)

For other individuals to teach this course, they must (a) hold a doctoral degree in counselor education and supervision (preferred graduates from CACREP accredited programs); or (b) hold

a doctoral degree in Rehabilitation counselor education; or (c) hold a doctoral degree in counseling related fields with a strong professional identity in counseling

3. Indicate the programs(s) of study, majors (s), and/or minors, or other general curriculum in which this course will be included.

This course will be a required course, added in the study plan for all three master's tracks in counseling (School, Clinical Mental Health, and Rehabilitation).

4. Indicate how frequently and during which semesters the class will be offered.

The class will be offered each spring semester, pending approval, Spring 2018 forward.

5. If a fee will be charged for the course, indicate the amount of the fee and describe how the fee will be used.

No additional fee will be charged, traditional credit hour tuition fees.

6. Describe the system of evaluation that will be used to determine whether the course should continue to be offered in the future. Discuss the types of data that will be collected and the procedures that will be used to determine the effectiveness of the course.

This is a required course, so there is no foreseeable reason to discontinue this course. However, the results of student course evaluation (i.e., Student Opinions of Instruction) will be examined to identify areas that need to be modified, such as course content, assignments, etc.

D. Provide the following information for review by the Department Head and the Dean:

1. Describe the resources that will be needed to support the course (e.g., allocation of faculty, space, equipment, library materials, computers, travel, consultant honoraria, and/or other needs). Also, indicate how these needs will be met (e.g., course deletion and reallocation of faculty load).

For the online course:

Resources needed:

- (a) An instructor to teach this course in each spring semester
- (b) Online course assistance

How needs will be met:

- (a) Assign or hire a qualified instructor to teach this course
- (b) Receive supports from faculty resource center, college of continuing education & Instructional Technology and Academic Services

For the in-class course

Resources needed:

- (a) An instructor to teach this course in each spring semester
- (b) Classroom to teach the course

How needs will be met:

a doctoral degree in Rehabilitation counselor education; or (c) hold a doctoral degree in counseling related fields with a strong professional identity in counseling

3. Indicate the programs(s) of study, majors (s), and/or minors, or other general curriculum in which this course will be included.

This course will be a required course, added in the study plan for all three master's tracks in counseling (School, Clinical Mental Health, and Rehabilitation).

4. Indicate how frequently and during which semesters the class will be offered.

The class will be offered each spring semester, pending approval, Spring 2018 forward.

5. If a fee will be charged for the course, indicate the amount of the fee and describe how the fee will be used.

No additional fee will be charged, traditional credit hour tuition fees.

6. Describe the system of evaluation that will be used to determine whether the course should continue to be offered in the future. Discuss the types of data that will be collected and the procedures that will be used to determine the effectiveness of the course.

This is a required course, so there is no foreseeable reason to discontinue this course. However, the results of student course evaluation (i.e., Student Opinions of Instruction) will be examined to identify areas that need to be modified, such as course content, assignments, etc.

D. Provide the following information for review by the Department Head and the Dean:

1. Describe the resources that will be needed to support the course (e.g., allocation of faculty, space, equipment, library materials, computers, travel, consultant honoraria, and/or other needs). Also, indicate how these needs will be met (e.g., course deletion and reallocation of faculty load).

For the online course:

Resources needed:

- (a) An instructor to teach this course in each spring semester
- (b) Online course assistance

How needs will be met:

- (a) Assign or hire a qualified instructor to teach this course
- (b) Receive supports from faculty resource center, college of continuing education & Instructional Technology and Academic Services

For the in-class course

Resources needed:

- (a) An instructor to teach this course in each spring semester
- (b) Classroom to teach the course

How needs will be met:

COURSE SYLLABUS

BCE 517 Syllabus Professional Issues, Ethics, and Advocacy in Counseling Spring 2018

Department: Educational Studies	Instructor: Junfei Lu, Ph.D., CRC
Program: Counselor Education	Office Hours: Appointed by emial
Course: Professional Issues, Ethics, and Advocacy in Counseling	Office Phone: 205-348-9243
Course Number: BCE 517	E-mail: jlu27@crimson.ua.edu
Credit Hours: 3 semester hours	Fax: 205-348-7584

MISSION OF THE COLLEGE OF EDUCATION

Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

VISION OF THE COLLEGE OF EDUCATION

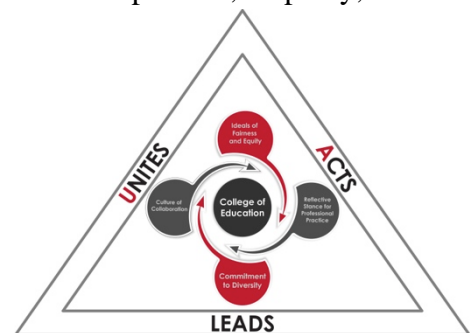
The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unite, Act, and Lead (UA Leads). This theme undergirds the four overarching ideals of the COE: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration. The fulfillment of these ideals calls for a commitment to academic excellence and advocacy through active engagement with shifting social and cultural contexts and advanced technological developments that shape the construction, interpretation, and dissemination of knowledge.

The COE will continue to develop professionals who meet the needs of all learners that may arise from differences in race, social class, language, gender, sexual orientation, gender identity, health, ability, and religious and political affiliations. By engaging in theoretically informed and intellectually advanced advocacy and effective practice our graduates will

UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their fields; and

LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.



Through excellence in teaching, scholarship, advocacy, and service the COE will facilitate visibility and voice of education leaders beyond the classroom in support of democracy and social justice for all learners in our global society.

DISPOSITIONS

We strive to create programs that emphasize Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration.

PREREQUISITES

NO

COURSE DESCRIPTION

You are beginning a journey to becoming a professional counselor. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. This course is designed to expose students to the fundamental principles of being a professional counselor. This course will help students be familiar with the assumptions, theories, strategies, applications, and ethical and legal considerations related to development in counseling.

REQUIRED TEXTS

- Erford, B. T. (2018). Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations (3th ed.). New York, NY: Pearson Education, Inc.
 - ISBN-13: 978-0-13-438779-6
- American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author.
- Additional readings as assigned

COURSE OBJECTIVES

Upon completion of this course, students will demonstrate their abilities in understanding the following CACREP core Curricular Experience areas

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE (CACREP 2.F.1)

- 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
- h. current labor market information relevant to opportunities for practice within the counseling profession
- 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

STUDENT LEARNING OUTCOMES

2.F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

(OUTCOME MEASURES 2016 CACREP STANDARDS)

Standards	Description/Curriculum Area	Evidence	Outcome Measures
a.	history and philosophy of the counseling profession and its specialty areas	Week 2 tasks Assignments (Assign): Counseling Specialty Area Development	Fair or higher on relevant assignments
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	Week 6 & 7 tasks Assign: A Day in the Life: Learning From Counselors	Fair or higher on relevant assignments
c.	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Week 5 tasks Assign: A Study Plan for Emergency Preparedness and Response	Fair or higher on relevant assignments
d.	the role and process of the professional counselor advocating on behalf of the profession	Week 9 & 10 tasks Assign: Professional Advocacy Proposal	Fair or higher on relevant assignments
e.	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Week 9 & 10 tasks Assign: Professional Advocacy Proposal	Fair or higher on relevant assignments
f.	professional counseling organizations, including membership benefits, activities, services to members, and current issues	Week 3 tasks Assign: Professional Engagement	Fair or higher on relevant assignments
g.	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Week 3 tasks Assign: Counseling Licensure/Certification Requirements	Fair or higher on relevant assignments
h.	current labor market information relevant to opportunities for practice within the counseling	Week 2 & 3 tasks Assign: Labor Market of	Fair or higher on relevant

Standards	Description/Curriculum Area	Evidence	Outcome Measures
	profession	Counseling Profession	assignments
i	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Week 4 tasks Assign: Ethics Group Project	Fair or higher on relevant assignments
j.	technology's impact on the counseling profession	Week 2 tasks Assign: Technology in Counseling	Fair or higher on relevant assignments
l.	self-care strategies appropriate to the counselor role	Week 5 tasks Assign: Self-Care Plan	Fair or higher on relevant assignments

OTHER COURSE MATERIALS

No

LIVETEXT SUBMISSIONS FOR CACREP-ACCREDITED TRACKS

Students in the Clinical Mental Health Counseling, Rehabilitation, and School Counseling, and Counselor Education and Supervision (Doctoral) tracks have dual-submission expectations for all CACREP-affiliated classes. Students will be expected to: (1) turn in all assignments as directed by faculty, per course syllabi; and, (2) upload specific coursework from CACREP-affiliated courses to LiveText - the data management system used to track all CACREP Standards by the date designated by faculty. Failure to submit assignments to faculty or to upload graded rubrics to LiveText will lead to a grade of "incomplete" for the student's final grade.

OUTLINE OF TOPICS

See Calendar for full details. Chapter discussions include these:

- Becoming a Professional Counselor: Philosophical, Historical, and Future Considerations
- Professional Counseling Organizations, Licensure, Certification, and Accreditation
- Ethical and Legal Issues in Counseling
- Crisis Prevention and Intervention
- Mental Health and Rehabilitation Counseling
- School, College, and Career Counseling
- Supervision and Consultation
- Advocating for the Counseling Profession
- Advocating Counseling: Being an Effective Agent of Change for Clients
- Accountability in Counseling
- Outcome Research in Counseling

EXAMS AND ASSIGNMENTS

Self-Care Plan

Counselor impairment is a major issue for many counselors. Using a self-care plan is an important tool to promote your own wellness as a counselor. This list should be things you can do (or already do) on a regular basis to keep you healthy. The goal is for counselors to consistently engage in these behaviors, not just look to them when they are feeling impaired. Include two to three appropriate activities or behaviors in each of the following categories on the basis of Myers and Sweeney's (2008) Essential Self model of wellness: creative, coping, social, essential, and physical. You can draw inspiration from any of the readings, your classmates, the self-care assessment, or your own imagination. This list should continue to evolve; it is not final.

Professional Engagement

Remaining engaged in professional organizations is an important aspect of developing your professional counselor identity. Write an overview of three professional counseling organizations you are interested in joining. In your overview, include the following items:

- Name of the organization
- Area of counseling the organization represents
- How to become a member
- Membership benefits
- Current news or events
- Opportunities for professional development
- Ways to get involved in the organization

Cite the organization website. You may include international, national, regional, state, and local counseling organizations.

A Study Plan for Emergency Preparedness and Response

Nowadays, there is an increasing awareness in the field of counseling and related professions toward the roles and responsibilities of counselors in interdisciplinary community outreach and emergency management response teams. Counselors need to be versed with knowledge and skills to work with other professionals in response to trauma, crisis, and disaster. To be competent, counselors need to receive extra training beyond their typical graduate education in counseling. Based on the readings and research you have done, please answer the following questions:

- What are some key knowledge domains counselors need to be versed with in order to be effective when working in interdisciplinary community outreach and emergency management response teams?
- What roles and responsibilities may a counselor exert when working in interdisciplinary community outreach and emergency management response teams to deal with trauma, disaster, and crisis?
- Please develop a study plan in terms of what you will do prepare yourself to work competently and ethically in interdisciplinary community outreach and emergency management response teams

Counseling Licensure/Certification Requirements

Write a short overview of the licensure or certification requirements for becoming a professional counselor in your state on the basis of the professional credential you anticipate seeking after graduation (e.g., licensed professional counselor, licensed/certified school counselor, licensed marriage and family therapist). List the requirements for the state in which you plan to reside and practice. Cite the website or resource where you found your information. Most U.S. states have a website devoted to the governing authority for counselor licensure (e.g., licensure board). The ACA website has links for licensed professional counselor licensure information by state; the ASCA website has links for school counselor licensure/certification by state. For students outside the United States, a government website should have information you need. In your overview, be sure to include the following items:

- Licensure title for the professional counselors
- Education requirements
- Supervised practice/experiential requirements
- Examination(s) required
- Application process
- Any other requirements that one would need to fulfill to obtain licensure as a professional counselor in your state.

Counseling Specialty Area Development

In addition to having a professional counselor identity, many counselors also have an identity related to a chosen specialty area. Research two counseling specialty areas you may be interested in pursuing (e.g., addiction, career, clinical mental health, clinical rehabilitation, college counseling and student affairs, marriage, couple and family, school, vocational rehabilitation). Include the following items for each specialty area you identify:

- A brief history (e.g., how did this area come to be a part of professional counseling?)
- The populations counselors may work with,
- Typical workplace settings,
- Professional organizations,
- Required education
- Available licensure or certifications.

A Day in the Life: Learning From Counselors

The purpose of this assignment is for you to deepen your understanding of counseling from someone who has experience in the field. Find a practicing counselor to interview about his or her work. It is required that you look for someone working in a specialty area or with a population in which you are interested. Make an appointment and prepare questions ahead of time. In your interview, please address the following two domains of questions

- (1) The multiple professional roles and functions of counselors
 - Professional identity
 - Professional interests

- Population/specialty area
- Multiple professional roles
- His or her typical work day

(2) How he or she works or interacts with related helping professionals for interagency and/or interorganizational collaboration and consultation

- Describe his/her experience when he or she works or interacts with related helping professionals for interagency and/or interorganizational collaboration and consultation
- What are some major strengths of interdisciplinary collaboration?
- What are some major barriers toward interdisciplinary collaboration?
- What are key factors that contribute to interdisciplinary collaboration?

Finally, if you have any other questions, feel free to address during the interview. Keep your interview around 30-45 minutes. Write a three- to four-page paper and include the following items: background information on the counselor you interviewed (e.g., work setting, years of experience, licenses or certifications), highlights from your interview and personal reflections on what learned about the profession and your identity as a counselor.

Professional Advocacy Proposal

For this proposal, design an advocacy project that promotes the counseling profession. In your proposal, include the following items:

- The purpose of your advocacy related to the project
- Anticipated outcomes
- How you believe this project will promote the counseling profession

Discuss your rationale for the area of advocacy you have chosen, using support from the literature

Technology in Counseling

Counseling profession has been significantly impacted by the advancement of technology. More and more counseling professionals have incorporated the usage of technology in counselor education, training, and practice. However, cautions always exist regarding how to ethically apply technology in the field of counseling. Based on the readings from the textbook, assigned supplementary articles, and your research, please complete a reflection paper on technology in counseling. The paper should include following components:

- List and discuss areas in which technology play a role in counseling profession
- What are benefits of using technology when working with clients?
- What are ethical concerns of using technology when working with clients?
- What will you do in order to competently and ethically incorporate technology in counseling?

Labor Market of Counseling Profession

Since you have chosen to become a counselor, you may find this career fits your ability, and

values. You may believe that this career could give you meaning toward life. Regardless of what motivations bring you to this profession, you are on the way of being a counselor. Then the next question is “Will you be able to build a career in this field after graduation?” To answer this question becomes “May I find a position as a counselor when I graduate?” To shed light on this, labor market information is particularly helpful. In this assignment, students will research various sources (e.g., internet, printed materials, and videos) that depict the current and predict the future labor market of a counseling specialty or specialties that you aim to pursue. Once complete your research, please submit a report that entail the following information:

- Title of your researched counseling specialty
- Sources of the labor market information
- Number of current employed counselors in your chosen specialty (national and local data)
- Earning information (national and local data)
- Projected job openings (national and local data).

Then, you need to write a reflection to answer the questions

- Is this a large or small counseling specialty?
- How do you think about the data on earning?
- What does the project data on job openings tell you?
- What plan have you made after this brief search of counseling labor market information?

Ethics Group Project

The purpose of this assignment is to develop your ethical decision-making skills and work with others to solve a counseling agency ethical dilemma. Students will be put into groups to work collaboratively as if they were professional counselors working at the same agency. You and the rest of your team will create a vignette with at least two ethical issues, chosen from the list below, and turn it into the instructor. Your team will then be given a vignette created by another team.

Ethical issues can be chosen from the list below. (We will draw to determine which team gets to choose first. Each team will choose one topic during the first round, and then we will reverse the team order to choose your second issue. Each issue can only be chosen by one team.)

- Supervision
- Multiple relationships
- Boundary violations
- Counselor impairment
- Client dependence
- Value conflict
- Multicultural issues
- Informed consent
- Record keeping
- Online counseling
- Technology in counseling
- Children and adolescents
- Unethical behavior by a colleague

- Confidentiality
- Sexual attraction
- Competence
- Couple and family
- Groups
- Gifts
- Bartering

Your team will use an ethical decision-making model to approach the ethical dilemmas presented. You will orally present your case to the class, outlining the issues of concerns, discussing potential courses of action and their implications, highlighting current research supporting the steps your team took, and presenting the final decision(s) you made

GRADING POLICY

Grading

Assignment	Points
Self-Care Plan	50 pts
A Study Plan for Emergency Preparedness and Response	50 pts
Professional Engagement	50 pts
A Day in the Life: Learning From Counselors	100 pts
Professional Advocacy Proposal	100 pts
Counseling Licensure/Certification Requirements	50 pts
Counseling Specialty Area Development	50 pts
Technology in Counseling	50 pts
Labor Market of Counseling Profession	50 pts
Ethics Group Project	100 pts
Participation (14@ 10pts)	140 pts
Total	790 pts

Grade Ranges

711-790 = A

632-710 = B

553-631 = C

Below 553 = F

POLICY FOR MISSED EXAMS AND COURSEWORK.

Do not wait until the last minute to submit your assignments, assessments, and discussions. Work submitted after the deadlines outlined in the course schedule may result in a grade of zero.

Instructors are solely responsible for determining whether provisions will be made for unforeseen circumstances. You must report these circumstances as soon as possible after the event. You may be required to produce documentation.

ATTENDANCE POLICY

Class participation is evaluated mainly through the attendance of scheduled live classroom discussion groups in Blackboard Collaborate. Each session will last for about two hours in length and will be recorded. Students are expected to log into Blackboard Collaborate no later than 15 minutes of the scheduled time. If a student cannot attend the session due to legitimate reasons (e.g., sickness), he/she should remind the instructor in a timely manner (no later than 24 hours after the scheduled date). In this case, the student will be required to review the recorded session and complete a reflection of the session. **The reflection paper should be no less than 200 words in length** and should be submitted to the instructor (via email) within 72 hours after the scheduled session.

STATEMENT ON ACADEMIC MISCONDUCT

- Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](#) provided in the Online Catalog (<https://catalog.ua.edu>).
- “All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise or activity:
 - Cheating: Using or attempting to use unauthorized materials, information, study aids or computer-related information.
 - Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.
 - Fabrication: Presenting as genuine, any invented or falsified citation or material.
 - Misrepresentation: Falsifying, altering or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.”

STATEMENT ON DISABILITY ACCOMMODATIONS

Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog.

The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. For student who may require their services more information is available at <http://ods.ua.edu>. ODS is located at 1000 Houser Hall and their phone number is 348-4285 (voice) or 348-3081 (TTY).

SEVERE WEATHER PROTOCOL

Please see the latest [Severe Weather Guidelines](#) in the Online Catalog. The link for the Severe Weather Guidelines is <https://ready.ua.edu/severe-weather-guidelines/>

UACT STATEMENT

The [UAct website](https://www.ua.edu/campuslife/uact/) provides an overview of The University's expectations regarding respect and civility. The website link is <https://www.ua.edu/campuslife/uact/>

The University of Alabama respects the religious diversity of our academic community and recognizes the important of religious hold days and observances in the lives of our community members. For more information, please go to <http://provost.ua.edu/religious-observances.html>

STATEMENT ON ACADEMIC WORK DUPLICATION

Any submission of academic work designed to meet the requirements of a particular credit-bearing course is assumed to be work completed for that course and only that course; the same material submission, or material that is substantially similar, may not be used to meet the requirements of another course. Any violation of this rule may results in a referral to the Associate Dean for Student Services and Certification for disciplinary action.

ELASTICITY STATEMENT

Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class. *Adapted from The University of Alabama Faculty Handbook and Office of Academic Affairs*

Weekly Calendar

Time	Tasks	Due
Week 1	Overview Welcome and Course Expectation. Review of syllabus and course requirements.	
Week 2	Becoming a Professional Counselor: Philosophical, Historical, and Future Considerations Erford's book Chap 1 Assigned readings in blackboard (BB)	
Week 3	Professional Counseling Organizations, Licensure, Certification, and Accreditation Erford's book Chap 2 Assigned readings in blackboard (BB) Websites review	Professional Engagement Counseling Licensure/Certification Requirements
Week 4	Ethical and Legal Issues in Counseling Erford's book Chap 3 ACA code of Ethics Websites review	Labor Market of Counseling Profession
Week 5	Crisis Prevention and Intervention Erford's book Chap 7 ACA code of Ethics Assigned readings in blackboard (BB) Websites review	Self-Care Plan
Week 6	Mental Health and Rehabilitation Counseling Erford's book Chap 8 Assigned readings in blackboard (BB) Websites review	
Week 7	School, College, and Career Counseling Erford's book Chap 9	Counseling Specialty Area Development

	Assigned readings in blackboard (BB) Websites review	
Week 8	Supervision and Consultation Erford's book Chap 13 ACA code of Ethics Assigned readings in blackboard (BB) Websites review	A Study Plan for Emergency Preparedness and Response
Week 9	Advocating for the Counseling Profession Erford's book Chap 14 ACA code of Ethics Assigned readings in blackboard (BB) Websites review	
Week 10	Advocating Counseling: Being an Effective Agent of Change for Clients Erford's book Chap 15 ACA code of Ethics Assigned readings in blackboard (BB) Websites review	Professional Advocacy Proposal
Week 11	Accountability in Counseling Erford's book Chap 16 ACA code of Ethics Assigned readings in blackboard (BB) Websites review	Technology in Counseling
Week 12	Outcome Research in Counseling Erford's book Chap 17 ACA code of Ethics Assigned readings in blackboard (BB) Websites review	A Day in the Life: Learning From Counselors
Week 13	Presentation	Ethics Group Project
Week 14	Presentation	

COURSE SYLLABUS

BCE 517 Syllabus Professional Issues, Ethics, and Advocacy in Counseling Spring 2018

Department: Educational Studies	Instructor: Ryan Cook, PhD, LPC, ACS
Program: Counselor Education	Office Hours: Appointed by email
Course: Professional Issues, Ethics, and Advocacy in Counseling	Office Phone: 205-348-0572
Course Number: BCE 517	E-mail: rmcook@ua.edu
Credit Hours: 3 semester hours	Fax: 205-348-7584

MISSION OF THE COLLEGE OF EDUCATION

Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

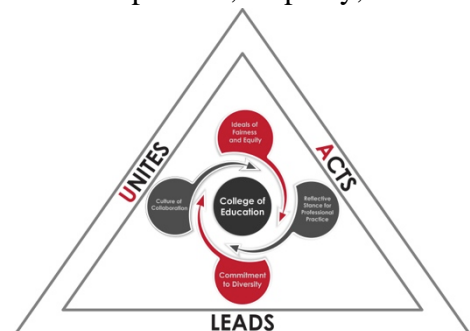
VISION OF THE COLLEGE OF EDUCATION

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unite, Act, and Lead (UA Leads). This theme undergirds the four overarching ideals of the COE: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration. The fulfillment of these ideals calls for a commitment to academic excellence and advocacy through active engagement with shifting social and cultural contexts and advanced technological developments that shape the construction, interpretation, and dissemination of knowledge.

The COE will continue to develop professionals who meet the needs of all learners that may arise from differences in race, social class, language, gender, sexual orientation, gender identity, health, ability, and religious and political affiliations. By engaging in theoretically informed and intellectually advanced advocacy and effective practice our graduates will **UNITE** with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their fields; and

LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.



Through excellence in teaching, scholarship, advocacy, and service the COE will facilitate visibility and voice of education leaders beyond the classroom in support of democracy and social justice for all learners in our global society.

DISPOSITIONS

We strive to create programs that emphasize Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration.

PREREQUISITES

NO

COURSE DESCRIPTION

You are beginning a journey to becoming a professional counselor. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. This course is designed to expose students to the fundamental principles of being a professional counselor. This course will help students be familiar with the assumptions, theories, strategies, applications, and ethical and legal considerations related to development in counseling.

REQUIRED TEXTS

- Erford, B. T. (2018). Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations (3th ed.). New York, NY: Pearson Education, Inc.
 - ISBN-13: 978-0-13-438779-6
- American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author.
- Additional readings as assigned

COURSE OBJECTIVES

Upon completion of this course, students will demonstrate their abilities in understanding the following CACREP core Curricular Experience areas

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE (CACREP 2.F.1)

- 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
- h. current labor market information relevant to opportunities for practice within the counseling profession
- 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

STUDENT RESPONSIBILITIES

ATTENDANCE

Students are required to be present for the entirety of each class session, except in the case of illness or emergency. If illness or emergencies prevent engagement in two or more classes, the course may need to be repeated. If you must miss part or all of a class session, notify the instructor via email as soon as possible to make arrangements.

CONFIDENTIALITY:

Due to the nature of this course self-disclosure may occur, and thus sensitive issues may arise. Additionally, some of the content discussed in this course is best learned by practicing them through role-play and by talking about them in small group discussions. Therefore, confidentiality is imperative. An atmosphere of trust must be adhered to and what is discussed in the class ought to stay in the class. Confidentiality is but one of many components of being an ethical, competent counselor and thus should be recognized and practiced in class as well. However, at any time if you are concerned about your own reaction to what you have heard or discussed, you may contact me at any time to discuss this with me, the instructor.

TITLE IX STATEMENT

We counselors occasionally need to explore our personal identities and experiences as they apply to our work with clients. As a professor, I work to honor student privacy at all times. There are exceptions to my ability to do so, however, including disclosures of imminent risk of harm to self or others and experiences with gender-based discrimination, sexual harassment, and sexual violence. In those cases, I may be required to share your disclosure with others. If you have any questions about this requirement, do not hesitate to ask.

WRITING STYLE:

Written assignments are to meet the style guidelines set forth by the Publication Manual of the American Psychological Association (6th ed.). All written assignments should be double spaced, 12-point professional font, and one inch margins.

THE VALUE OF READING:

The depth of our learning is enhanced by the unique perspectives each student possesses as counselors and individuals. This is only possible if each student has reflected on the assigned material prior to class. Thus, it is critical that students read ALL assigned material prior to the start of the class. Students are encouraged to write down questions, comments, and observations that come to them while reading in order to enrich class discussion.

USE OF TECHNOLOGY:

Students are expected to have a working e-mail address. Students are strongly encouraged to use technology to facilitate their knowledge, skill, and ability in the conduct, writing, and critiquing of course related literature.

OTHER COURSE MATERIALS

No

LIVETEXT SUBMISSIONS FOR CACREP-ACCREDITED TRACKS

Students in the Clinical Mental Health Counseling, Rehabilitation, and School Counseling, and Counselor Education and Supervision (Doctoral) tracks have dual-submission expectations for all CACREP-affiliated classes. Students will be expected to: (1) turn in all assignments as directed by faculty, per course syllabi; and, (2) upload specific coursework from CACREP-affiliated courses to LiveText - the data management system used to track all CACREP Standards by the date designated by faculty. Failure to submit assignments to faculty or to upload graded rubrics to LiveText will lead to a grade of “incomplete” for the student’s final grade.

OUTLINE OF TOPICS

See Calendar for full details. Chapter discussions include these:

- Becoming a Professional Counselor: Philosophical, Historical, and Future Considerations
- Professional Counseling Organizations, Licensure, Certification, and Accreditation
- Ethical and Legal Issues in Counseling
- Crisis Prevention and Intervention
- Mental Health and Rehabilitation Counseling
- School, College, and Career Counseling
- Supervision and Consultation
- Advocating for the Counseling Profession
- Advocating Counseling: Being an Effective Agent of Change for Clients
- Accountability in Counseling
- Outcome Research in Counseling

EXAMS AND ASSIGNMENTS

1. PARTICIPATION (50 Points)

Since we are all in the helping field, we recognize the vast learning that may occur when we listen to, and discuss content with, our colleagues. Participation in class is reflected in many ways, but includes reading the material ahead of time, actively participating in class discussion, and participating in class activities.

2. COUNSELING HISTORY AND TRENDS PAPER (100 Points)

For this assignment, you will describe at least three milestones in the counseling profession, and how they influence counseling practices. Additionally, please identify at least three current trends in the

counseling profession and how counselors should address those trends.

3. ADVOCACY PROJECT (100 Points)

A fundamental aspects of a counselor’s professional identity is engaging in advocacy for the profession and the individuals whom you work with. You will identify an advocacy topic and participate in advocacy efforts by contacting your local, state, or national legislators to share your thoughts on the counseling related issue. You may also meet in person with your legislator. Submit a copy of any letter, email, or a photo. Also, include any response that you receive. Finally, you must also include a reflection on the process.

4. WELLNESS PROJECT (PLAN AND REFLECTION) (100 Points)

A critical component of being a professional counselor is engaging in self-care to ensure professional and personal wellness. Establishing healthy habits early in one’s career is necessary. Students will develop a wellness plan for the semester. At the end of the semester, students will reflect on their progress in addressing this wellness plan. Students should identify progress made towards each of the goals, unforeseen stressors, challenges in meeting the wellness goals, and plans to ensure future wellness.

5. ETHICAL CASE STUDY (100 Points)

Students will work in groups to resolve three ethical dilemmas commonly faced by professional counselors. Students will be given time to work on the project. They will present their findings in the subsequent class. Students will need to cite specific codes (beyond Section 1) to support their rationale for their decision.

6. PROFESSIONAL ROLES REFLECTION (200 Points)

Throughout the course of the semester we will discuss what it means to be a professional counselor. This final paper will be your opportunity to demonstrate what you have learned about being a professional counselor. Reflect on what you have learned throughout the semester and how you think your beliefs have changed about what it means to be a professional counselor. Also, please address the following questions:

1. How would you describe the role of the professional counselor?
2. What do you think are the most important characteristics of counselors?
3. How do you think counselors balance all the tasks of a professional counselor?
4. How do you think counselors keep their skills up, after they are out of school?
5. What do you think are the benefits of belonging to a professional association?
6. What are the most common ethical dilemmas counselors experience? How do they typically address these dilemmas?

GRADING POLICY

PERCENTAGE	POINTS NEEDED	FINAL GRADE
90-100%		A
80-89		B
70-79		C
60-69		D
59 and below		F

POLICY FOR MISSED EXAMS AND COURSEWORK.

Do not wait until the last minute to submit your assignments, assessments, and discussions. Work

submitted after the deadlines outlined in the course schedule may result in a grade of zero. Instructors are solely responsible for determining whether provisions will be made for unforeseen circumstances. You must report these circumstances as soon as possible after the event. You may be required to produce documentation.

ATTENDANCE POLICY

Class participation is evaluated mainly through the attendance of scheduled live classroom discussion groups in Blackboard Collaborate. Each session will last for about two hours in length and will be recorded. Students are expected to log into Blackboard Collaborate no later than 15 minutes of the scheduled time. If a student cannot attend the session due to legitimate reasons (e.g., sickness), he/she should remind the instructor in a timely manner (no later than 24 hours after the scheduled date). In this case, the student will be required to review the recorded session and complete a reflection of the session. **The reflection paper should be no less than 200 words in length** and should be submitted to the instructor (via email) within 72 hours after the scheduled session.

STATEMENT ON ACADEMIC MISCONDUCT

- Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](#) provided in the Online Catalog (<https://catalog.ua.edu>).
- “All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise or activity:
 - Cheating: Using or attempting to use unauthorized materials, information, study aids or computer-related information.
 - Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.
 - Fabrication: Presenting as genuine, any invented or falsified citation or material.
 - Misrepresentation: Falsifying, altering or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.”

STATEMENT ON DISABILITY ACCOMMODATIONS

Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog. The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. For student who may require their services more information is available at <http://ods.ua.edu>. ODS is located at 1000 Houser Hall and their phone number is 348-4285 (voice) or 348-3081 (TTY).

SEVERE WEATHER PROTOCOL

Please see the latest [Severe Weather Guidelines](#) in the Online Catalog. The link for the Severe Weather Guidelines is <https://ready.ua.edu/severe-weather-guidelines/>

UACT STATEMENT

The [UAct website](#) provides an overview of The University's expectations regarding respect and civility. The website link is <https://www.ua.edu/campuslife/uact/>

The University of Alabama respects the religious diversity of our academic community and recognizes the important of religious hold days and observances in the lives of our community members. For more information, please go to <http://provost.ua.edu/religious-observances.html>

STATEMENT ON ACADEMIC WORK DUPLICATION

Any submission of academic work designed to meet the requirements of a particular credit-bearing course is assumed to be work completed for that course and only that course; the same material submission, or material that is substantially similar, may not be used to meet the requirements of another course. Any violation of this rule may results in a referral to the Associate Dean for Student Services and Certification for disciplinary action.

ELASTICITY STATEMENT

Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class. *Adapted from The University of Alabama Faculty Handbook and Office of Academic Affairs*

Weekly Calendar

Time	Tasks	Due
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		
Week 14	Presentation	

ACCREDITATION CROSSWALKS
Core Curricular Experiences II.G

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE

Standards	Description/ Curriculum Area	Course Number(s)	Evidence	Outcome Measures
1a.	History and philosophy of the counseling profession and its specialty areas			
1b.	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			
1d.	The role and process of the professional counselor advocating on behalf of the profession			
1e.	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients			
1f.	Professional counseling organizations, including membership benefits, activities, services to members, and current issues			
1g.	Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues			
1h.	Current labor market information relevant to opportunities for practice within the counseling profession			

1i.	Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling			
1j.	Technology's impact on the counseling profession			
1l.	Self-care strategies appropriate to the counselor role			