

CO 5010 Professional Orientation and Ethics
Fall 2021, 3 Credits
Samuel Read Hall 103
Monday 6:30-9:00pm

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Course Description:

This course provides a foundational understanding of the profession of counseling as well as its philosophical, ethical, and legal underpinnings. A focus on the importance of counselor wellness supports the course's emphasis on promoting students' intra- and inter-personal awareness as it relates to the promotion of helping relationships

Knowledge and Skill Outcomes

Students successfully completing this course will know or be able to do the following:

1. Describe the essential elements of the counseling profession;
2. Develop professional counselor identity related to ACA and its divisions and branches; understand professional membership benefits and current professional emphases; understand the processes related to professional credentialing;
3. Explain and apply the ethical standards of the counseling profession and their underlying ethical principles;
4. Articulate and reflect upon the basic components of individual and group helping relationships;
5. Synthesize readings on aspects that enable counselors to establish and maintain relationships;
6. Articulate their own and their classmates' intra- and inter-personal strengths and areas needing growth relative to the characteristics of effective counselors described in the professional literature;
7. Explain the importance of self-care, wellness, and prevention;
8. Discuss counseling supervision and basic consultation approaches.

Methods of Instruction

Lecture and large group discussion, small group discussion, and small group processing.

Texts Required:

Echterling, L. G., Presbury, J., Cowan, E., Staton, A. R., Sturm, D. C., Kielty, M., McKee, J. E., Stewart, A.L. & Evans, W. F., (2016) *Thriving!: A manual for students in the helping professions*. Los Angeles: Sage. **We'll read the first 3/4 of this book during class. You'll want to read the rest as you go through the remainder of your program.**

Neukrug, E. (2017). *A brief orientation to counseling: Professional identity, history, and standards*. (2nd ed.). Cengage Learning.

Other Course Readings (available via Canvas or via Lamson Library on-line)

- Casado-Kehoe, M., & Kehoe, M. P. (2006/2007). Using genograms creatively to promote healthy lifestyles. *Journal of Creativity in Counseling*, 2(4), 19-29.
- Chapin, T. J. (2017). Wellness and optimal performance. In T.A. Field, L. K. Jones, and L. A. Russell-Chapin (Eds.), *Neurocounseling: Brain-based clinical approaches* (pp. 133-146). ACA.
- Francis, P. C., Herlihy, B., & Corey, G. (2015). Introduction. In B. Herlihy & G. Corey (Eds.), *ACA ethical standards casebook*. (pp. 1-32). ACA.
- Kaplan, D. M., Francis, P. C., Hermann, M. A., Baca, J. V., Goodnough, G. E., Hodges, S., Spurgeon, S. L., & Wade, M. E. (2017). New concepts in the 2014 ACA code of ethics. *Journal of Counseling & Development*, 95(1), 110–120. <https://doi-org.libproxy.plymouth.edu/10.1002/jcad.12122>
- Neukrug, E. (2016). *The world of the counselor*. Chapter 8: Consultation and Supervision, pp. 250-279. Cengage Learning.
- Nelson, J. R., Hall, B. S., Anderson, J. L., Birtles, C., & Hemming, L. (2018). Self-compassion as self-care: A simple and effective tool for counselor educators and counseling students. *Journal of Creativity in Counseling*, 13(1), 121-133.
- Rogers, C.R. (1961). *On becoming a person*. (pp. 39-58). Houghton Mifflin.
- Walley, C. T., & Chen-Hayes, S. F. (2015). Advocacy for professional counseling. In V.F. Sangganjanavanich & C. A. Reynolds (Eds.), *Introduction to the counseling profession* (pp. 293-326). Sage.
- Welfel, E. R. (2016). *Ethics in counseling and psychotherapy: Standards, research and emerging trends*. Chapter 8 pp.214-242. Cengage Learning.
- Wheeler, A. M., & Bertram, B. (2015). *The counselor and the law*. Chapter 6 pp. 131-147. ACA.
- Wicks, R. J., & Buck, T. C. (2014). The inner life of the counselor. *Counseling Today*, 56(11), 50-55, ACA.

2016 CACREP Standards Addressed by this Course

Standard	Delivery	Assessment
1.a. history and philosophy of the counseling profession and its specialty areas	Class 2	Letter or Video
KPI 1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems,	Class 1 & 13	Letter or Video

including interagency and interorganizational collaboration and consultation		
1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues	Class 2	Letter or Video
1.g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Class 2	Letter or Video
1.d. the role and process of the professional counselor advocating on behalf of the profession	Class 2	Letter or Video
1.h. current labor market information relevant to opportunities for practice within the counseling profession	Class 2	Letter or Video
KPI 1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Classes 7, 10-13	Ethics Paper
1.j. technology's impact on the counseling profession	Classes 12-13	Ethics Paper
1.k. strategies for personal and professional self-evaluation and implications for practice	Classes 4-6, 8-9	Wellness Paper
1.l. self-care strategies appropriate to the counselor role	Classes 4-6, 8-9	Wellness Paper
1.m. the role of counseling supervision in the profession	Class 13	Reading Response
5c. theories, models, and strategies for understanding and practicing consultation	Class13	Reading Response
5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Classes 4-6; 9-13	Wellness Paper
5.e. the impact of technology on the counseling process	Classes 12-13	Ethics Paper
5.f. counselor characteristics and behaviors that influence the counseling process	Classes 4-6, 8-9	Wellness Paper
5.G.2.l: professional organizations, preparation standards, and credentials relevant to the practice of school counseling	Class 2	Letter or Video
5.G.2.m: legislation and government policy relevant to school counseling	Class 2	Letter or Video

Student performance evaluation criteria and procedures:

Assessment 1: Describing the Counseling Profession: See assignment sheet (Appendix A) for details.

Assessment 2: Reading Response: Respond to the questions posted in Canvas regarding consultation and supervision. Please bring your reading response to class on November 29 for class discussion and to hand in.

Assessment 3: Counselor Characteristics, Counselor Wellness, and Personal Reflection: See assignment sheet (Appendix B) for details.

Assessment 4: Ethical Decision-Making Paper: Write a paper in response to one of the ethics scenarios posted on Canvas using the ethical decision-making model taught in class (Herlihy & Corey, 2015). Be sure to address legal issues (if any) and the impact of technology in each of the scenarios. Excluding title page, references, and rubric, this paper (APA style) should be 7-10 pages in length. The paper is due no later than 6pm on December 6 in the appropriate Canvas dropbox. Name your file 21F Lastname Ethics.

Assessment 5: Attendance, genogram, and class participation

- Attendance
 - Attending and participating in all class meetings is part of the learning experience in this course. As such attendance and regular participation are non-negotiable expectations.
 - **Attendance at the 10/25 and 11/1 classes are mandatory.**
 - Illness and emergencies happen. If an absence is excused ([see PSU Excused Absence Policy](#)), students will need to contact the instructor in a timely manner and will be permitted to do a make-up assignment so as to not have the absence count against them in grading. Note: In accordance with PSU policy, absences are excused only for “compelling and extenuating circumstances beyond a student’s control.”
 - Students who miss more than two classes for any reason (excused or not) or the 10/25 or 11/1 class, will be contacted by the instructor to discuss withdrawal from the course.
 - Attendance at the Saturday morning Fall Kickoff on September 18 is required. If you are unable to attend, you will need to find and attend an alternative/commensurate professional development. Speak w/the instructor.
 - Classes canceled due to inclement weather will be handled in one of two ways:
 - A Zoom (teleconferencing) class will be held or
 - An assignment will be given for completion.
- Genogram: Each class member is to complete a three-generational family-of-origin genogram that you will share with your group on two occasions during class. Note: this can be a triggering experience for some. Be curious and gentle with yourself. You are in charge.
 - For September 27, please journal on the way wellness and self-care has been practiced by family members in your family-of-origin.
 - For October 25, revisit your genogram and journal on intergenerational patterns related to issues such as alcohol and substance use, rigidity/fluidity of gender roles, physical illness, mental illness (e.g., depression, anxiety, bipolar disorder), marriage/divorce prevalence. Bring this journal entry (it won’t be collected) with you to class with your genogram on October 26. You will be in charge of how much and what you decide to share.

- **Class Participation:** Using the rubric provided on Canvas, fill out and submit to the appropriate dropbox your honest self-assessment regarding your class participation. Due on May 6.

Grading: There are 144 points that are possible to earn in this course. Your grade in the course is determined by

- Letter or Video (36pts 25%)
- Wellness Paper (36pts 25%)
- Ethics Paper (36pts 25%)
- Reading Response (9pts 5%)
- Preparation and active participation in class (27pts 20%)

As in all Counselor Education classes, students' professional behavior is being monitored in this course. Please arrive to class early or on time having done all reading. It is your responsibility to communicate with the professor regarding any and all missed classes and if you will be late to class. Manage your time well: *In order to receive full credit, all papers and assignments need to be turned in on the dates and times indicated in the syllabus.* See PSU's fair grading policy [here](#).

Grading Scale:

A 95-100; A- 90-94; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; F Below 70

Tentative Course Schedule

Date	Topic	Assignments
Class 1: August 30	Overview of course Introductions: Who are we? Who are counselors? What do they do? How do they differ from other helping professionals?	<i>Neukrug 1 & 2</i> ACA Video ACA Student Information <i>Review ACA, AMHCA, and ASCA webpages</i>
September 6: NO Class	CAMPUS CLOSED	LABOR DAY
Class 2: September 13	Philosophy & History	<i>Neukrug 4 & 5</i> <i>Walley & Chen-Hayes</i> ACA Government Affairs & Public Policy NBCC Governmental Affairs <i>CMHC or SC Student handbook final page signed and brought to class</i>

		<i>Informed Consent for Experiential Activities (found in handbooks) signed and brought to class</i>
September 18 9am-12pm	Fall Kickoff: Now What: Nurturing Resilience Post Pandemic	<i>On Zoom</i>
Class 3: September 20	Credentialing, accreditation, & advocacy Labor Market Info Technology What counselor characteristics establish and maintain helping relationships? Overview of genograms	<i>Neukrug 3, 7, & 8</i> <i>Thriving! 1-4 (recommended)</i> <i>Thriving! 8 (required)</i> <i>Rogers</i>
Class 4: September 27	Counselor Characteristics Wellness and Self-Care 1	<i>Casado-Kehoe & Kehoe</i> <i>Thriving! 5-6 (required)</i> <i>Genogram Handout</i> <u>WikiHow Genogram</u> <i>Bring Genogram and journal entry 1 to class</i>
Class 5: October 4	APA Style Wellness and Self-Care 2	<i>Take the Self Care Assessment (on Canvas) <u>before</u> tonight's class) and bring it with you</i> <i>Academic Integrity (Plagiarism) PowerPoint. Final page signed and brought to class</i> <i>Wicks & Buck</i> <i>Chapin</i> <i>Describing the Counseling Profession Letter or Video Due</i>
Class 6: October 11	Wellness	<i>Thriving! 7 (required)</i> <i>Nelson et al.</i>
Classes 7: October 18	Ethics, values, & principles	<i>ACA 2014 Code of Ethics</i>
Class 8: October 25	Working in Groups	<i>Bring Genogram and journal entry 2 to class</i>

	Bring Genogram & Journal Entry 2 to share in small groups Feedback	
Class 9: November 1	Small group feedback	<i>Bring completed "Self-Description Form and blank "Group Description form" (available on Canvas) Characteristics/Wellness/Personal Reflection paper due</i>
Class 10: November 8	Boundaries Confidentiality & Privacy Ethical Decision Making	<i>Neukrug Chapter 9 (bring text to class) Welfel-Boundaries</i>
Class 11: November 15	Duties of a counselor Ethical Decision Making	<i>ASCA or AMHCA Code of Ethics How does it differ from ACA's? Francis, Herilihy, & Corey</i>
Class 12: November 22	Technology Legal Issues Ethical Decision Making	<i>Kaplan, Francis, & Hermann, et. al Exemplar Papers on Canvas Wheeler & Bertram</i>
Class 13: November 29	Ethical/Legal Workshop Peer Review Consultation and Supervision	<i>Consultation and Supervision chapter Bring Reading Response to class</i>
Class 14: December 6	<u>The Three Cs:</u> Celebration Collaborative Review Closure	<i>Ethics paper due Class participation rubric due</i>

Plymouth State University Policies

Academic Integrity

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations which come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the following policy by identifying, investigating, and bringing to a resolution all cases of violation of academic integrity. Students

are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it that is dishonorable. See the full policy [here](#).

ADA Statement

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact Campus Accessibility Services (CAS), located in Speare 210 (535-3300) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS. . If you have authorized CAS to electronically deliver a Letter of Accommodations for this course, please communicate with your instructor to review your accommodations.

Student Support Foundation provides short-term emergency financial assistance and long-term student support. For more information, see <https://campus.plymouth.edu/student-support-foundation/>. Student Support Foundation also runs a food pantry, located in Belknap Hall. To learn more about SSF or access the food pantry, either via open hours or a private appointment, contact the SSF advisor, at psu-ssf@plymouth.edu.

Class Recording: Lectures or other class meetings for this course may be recorded by the university using USNH media platforms. Such recordings may be available for educational use by other students enrolled in the class (including both for instruction and as a review tool), the course instructor(s), and other university officials who support course instruction. Your voice or image may be captured on the recordings, and by enrolling in this course you are consenting to such recording for these purposes.

Counselor Education and School Psychology Policies

Plymouth State University's Counselor Education and School Psychology (CESP) programs are charged with the task of preparing individuals to become professional counselors or school psychologists in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty evaluate students based on their academic, professional, and personal qualities. The PSU CESP faculty attempt to establish a learning community where students can develop professionally. This is done by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

Student Monitoring: A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, counselors/school psychologists-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on academic performance and the ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program. See the student handbook for both the long and short versions of the student monitoring form.

Communications: Prompt and professional communication between students and professors is important and valued in CESP. To that end, it is your responsibility to regularly check your PSU

email account. As stated in the CESP handbooks, all university communications will be to that address. We aspire to be a community that responds to each other in a prompt and respectful way. To that end, we ask that you respond to professor or department emails within two business days. Likewise, faculty will aspire to respond to your emails within two business days. Note, we understand that there are circumstances in which students and faculty may be unable to respond in a timely manner. During these periods, we will inform others when we will become available to respond.

Student Responsibilities in Monitoring Peer Professional Competency: As a CESP student, it is important to learn how to support your fellow classmates and future colleagues. Professional codes of ethics highlight the importance of protecting the profession and those it serves by recognizing unethical behavior, consulting with colleagues, and reporting to institutional hierarchies if necessary. If you are concerned about a classmate's ethical conduct, counseling competency, or psychological stability, you are encouraged to follow the policy in your program handbook to guide you in ethically dealing with these situations.

Late Assignments: Consistent with graduate level expectations, all assignments are expected on their due dates. However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents and other situations. Because of these possibilities, students are strongly advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. Unless impossible, all requests for extensions for assignments must be made before the assignment is due. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases where the reason for the delay may require a longer time period to complete, the decision to allow a longer extension will be made on a case-by-case basis. Students may be asked to provide documentation to verify their request for an extension.

If an assignment is handed in past the due date and no extension has been given, the final grade for that assignment will have 10% of the grade (i.e., one full grade) deducted for each day it is late.

Computers and Cell Phones Use in the Classroom

Computers and cell phones may be brought into the classroom, but their use should be appropriate. Computers should be limited to academic class-related uses. During speaker presentations, videos, student presentations, and any in-class role play activities they should remain closed. Cell phones play an important role in emergency situations but they should be kept on silent mode. It is inappropriate to read, receive, or sending text messages during class meetings. Use of technology, apart from recording technology and emergency needs, is prohibited during any student presentations.

Writing: Use Times Roman 12 point font and APA style (except for providing an abstract) for all papers.

Counselor Education Class Teleconferencing / Zoom Policy

Teleconferencing through Zoom or other mediums may be a part of your course experience due to the COVID-19 Pandemic, weather disruptions, or other issues. Since the connection and interaction that are normally a large part of our courses can be more difficult in this format, the following set of policies and expectations has been created to help us ensure that your educational experience is as positive and beneficial as it can be.

- Students are expected to keep their cameras on during class time. Turning your camera off temporarily when needed is permitted, but leaving it off entirely for most of the course makes it very difficult to engage with you, or determine if you are present for the class. If you have an internet connection that makes both audio and video problematic, please speak with the course instructor to let them know.
- Students are expected to keep their microphones on “mute” when they are not speaking, to avoid background noise that can make it difficult to hear what someone is saying. Please be patient with each other when we take the time to unmute, since it can take a moment to do so.
- Class discussions are a vital part of the learning experience for many of our classes, and can be an engaging and enjoyable part of a course. However, it can also be more difficult to feel the connection and safety we often experience in face to face interactions through teleconferencing. We encourage you to challenge yourself to speak up, reach out, and engage with us and your classmates more than you normally might be inclined to.
- You are expected to be respectful to your classmates by focusing on the video screen during any class discussion or classmate presentations, avoiding focus on other websites, email, etc. In addition, while the class “chat” function can be a very helpful way of supplementing the material being presented, please take care not to “talk over” someone who is already speaking whenever possible, unless it’s to ask a question.

Finally, we understand that this is a difficult time, and that this format of instruction is not ideal for many of you, and in some ways not what you signed up for. We’re, as always, very open to feedback on how we can continue to work to make this experience as positive as it can be, while maintaining the safety of everyone which is our first priority. Please feel free to reach out to your professor, your program coordinator, or the director Dr. Mike Mariska with any questions, concerns, or comments.

APPENDIX A

Describing the Counseling Profession

You have two options for the first assignment. Both involve communicating information—*informally but accurately*--to a relative or friend who has no knowledge or information about the current course you are enrolled in or the career you are embarking on. For this assignment you will need to either make a video (as a PSU student you have access to Kaltura) or write a letter to communicate the following information.

- The philosophical underpinnings of the profession. Specifically:
 - *As discussed in class*, what philosophies came together during the modern era/Enlightenment period that provided the philosophical underpinnings of the counseling profession? Why are they important?
- What makes *professional counseling* distinct from some of the other helping professions, such as psychology, social work, and psychiatry?
- The various specialty areas in which counselors practice as well as what they do—that is describe the roles and functions counselors have in school **and** clinical settings. Specifically:
 - What are some work settings where counselors are employed?
 - In addition to providing counseling, what do they do in these jobs—i.e., what are some common roles and functions?
- Five important events in the history of the counseling profession
 - There are many events you can choose from here. Briefly discuss why the five events you have chosen are important to the profession's development
- One national professional counseling organizations--ACA, ASCA, or AMHCA--and explain why you are likely to join it.
 - What does the association do?
 - What services and benefits do they provide to members and students?
 - How do they advocate to further the profession?
 - What is a professional issue that you might advocate for?
- What credentials--certifications or licenses-- do counselors hold in NH?
 - What is national certification?
 - What credentials do school counselors hold?
 - What credentials do clinical mental health counselors hold?
 - What are your hopes in the area of national certification, and state certification/licensing?
- Job outlook for counselors.
 - What are the predictions for jobs in both school and clinical counseling nationwide and in NH?
 - How have PSU grads done lately with regards to employment?

Creativity and/or humor are not necessary, but always welcome!

Due October 4, no later than 6pm, uploaded to the appropriate Canvas dropbox. If writing a paper, it should be not less than six nor more than eight pages long. If doing a video, it should be about 15 minutes long. Name your file 21F Lastname Describing. APA style encouraged as appropriate, but is not required for this assignment (it is an informal letter, after all!).

APPENDIX B

Counselor Characteristics, Counselor Wellness, and Personal Reflection

Write a paper using the following sections (part 1 & 2) *as headers*:

- Part 1: Literature Synthesis: Include the following readings: Neukrug; Wicks & Buck; Echterling et al., Rogers, Chapin, Nelson et al., and some combination of self-care articles found in *Counseling Today* at (<https://www.counseling.org/knowledge-center/mental-health-resources/self-care-resources-for-counselors>). You may also use any other articles in the professional literature to answer all the questions below.
 - Describe a set of personal and professional characteristics and strategies that help counselors to establish and maintain relationships.
 - Description: Neukrug discussed nine characteristics organized as those that promote the therapeutic alliance and those that help counselors with their theoretical orientation. In class, Dr. Goodnough shared characteristics organized as those that promote intrapersonal or interpersonal strengths. Other authors you've read share other ideas. Review the literature and class information and ***based upon your review*** describe a set of characteristics that rings true for you.
 - What is wellness?
 - Why is wellness important for the person of the counselor or counselor-in-training?
 - What does the professional literature suggest about self-care strategies for counselors and counselors-in-training?
 - What does the professional literature suggest about counselors-in-training seeking personal counseling for themselves?
- Part 2: Personal Reflection
 - Relative to the characteristics and strategies you described in *Part 1: Literature Synthesis*, discuss *your* areas of strength and growing edges. **Specifically** and within appropriate boundaries:
 - Describe dimensions of yourself and your familial or social environment which tend to enhance the development of the characteristics described in your paper.
 - Describe dimensions of yourself and your familial or social environment which tend to block/impede/get in the way of the development of characteristics described in your paper.
 - Describe self-care strategies you use and aspire to use to increase your personal wellness.
 - Address the role personal counseling could play in helping you meet your personal growth goals.

Please write in APA style, although a first-person voice is appropriate for part 2. The paper is to be not less than eight nor more than nine pages; equally distributed between parts one and two; exclusive of title, reference page, and rubric. Due no later than November 1 at 6pm in the appropriate Canvas dropbox. Name your file 21F Lastname Wellness.