COUN 605 Professional Counseling
Orientation and Ethical Practice

Instructor
Ellen K. Carruth, PhD, LMHC, NCC, ACS

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253-879-3785
206-605-5995 (cell)

Email
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Zoom Personal Meeting Room (for office hours)
Meeting ID: 729 529 5026
Password: counseling

Office Location
Howarth 327

Virtual Office Hours
Monday, 2:00 p.m.
Thursday, 8:00 a.m.

Virtual Class Time
Tuesdays 4:00-7:00 p.m.

Course Description
This course is designed to ground M.Ed. students in their professional identity by examining the multiple professional roles and functions of counselors in a variety of settings and specialty areas. Legal and ethical standards of the profession will be applied as students learn skills and characteristics of effective counseling considering levels of risk/crisis, developmental level and cultural context. Increased awareness of personal beliefs and values will be integral to each student's development as a counselor.

Methods of Instruction
Methods of instruction primarily feature in-class, face-to-face learning with some asynchronous online coursework.

Course Objectives and Relationship to Program Goals
The following program goals are addressed in this course: to prepare counselors who understand and can apply multiple theories of counseling and human development to promote positive change and who use multiple sources of information, including data and other evidence, codes of ethics, and relevant laws and policies, to promote counselor growth, inform their own practice, and advance the profession. Specific course objectives include:

- Understand the history and philosophy of the counseling profession and its specialty areas.
- Increase knowledge of the multiple professional roles and functions of counselors and how they function, collaborate and consult in and between a range of community, agency, and healthcare systems.
- Increase knowledge of the role of professional counseling organizations and the role of counselors advocating on behalf of the profession and clients.
- Demonstrate knowledge of ethical and legal standards related to the counseling profession, including responding to danger to self or others and licensure and credentialing policies and practices.
- Demonstrate basic crisis intervention skills including suicide assessment, risk assessment and Psychological First Aid.
- Develop and demonstrate awareness of one’s personal beliefs, values and life experiences and how counselor behaviors and characteristics can influence the counseling process.

Fall 2021
## Course Schedule

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Topics</th>
<th>Readings/Assignments</th>
<th>CACREP Standards</th>
</tr>
</thead>
</table>
| **Week One:** | Course Introduction  
Characteristics and Behaviors of Effective Counselors  
Values, Morals, Ethics, Law  
Personal Map assignment  
Group assignments  
Crisis partner assignments | | F.5.F |
| **Week Two:** | Ethical Standards: Developing a personal model of counseling, confidentiality  
Multicultural Counseling Competencies discussion  
Values and self-awareness as a professional  
Class Activity: Review Values Surveys | Read: Remley & Herlihy, chapters 1-3  
Read: *Multicultural and Social Justice Counseling Competencies* (resource in Canvas)  
Do on your own: Complete Values Survey and be prepared to discuss in class  
Do with your group: Diversity Scavenger Hunt and be prepared to discuss in class | F.5.D  
F.5.F |
| **Week Three:** | History and Philosophy of the Counseling Profession  
forces in the Development of Clinical Mental Health  
History and Development of School Counseling: ASCA Model  
Values and Self-Awareness as a Professional  
Class Activity: Share Personal Map – exercise in self-disclosure (KPI assignment)  
Class Activity: How are MCSJ competencies, advocacy, and TEDTalk related? | Do on your own: Complete Personal map assignment, be prepared to discuss in small groups  
Do on your own: Complete discussion question in Canvas reflecting on Personal Map Activity (KPI artifact - graded assignment) | F.1.A  
F.1.D  
F.1.K (KPI)  
F.1.L  
C.1.A  
C.2.C  
G.1.A  
G.1.B |
| **Week Four:** | History and Philosophy of the Counseling Profession (cont’d)  
Professional Roles across Specialty areas  
Small group discussion: How’s the class going so far? What feedback do you have? What would make the class better? | Read: Remley & Herlihy chapters 4-6  
Do on your own: Begin counselor interview process (locate interviewee)  
Do on your own: Begin Psychological First Aid (PFA) online course | F.1.B  
C.2.A  
G.2.E |
| **Week Five:** | Roles & Responsibilities as Members of Interdisciplinary School & Community Teams  
Ethics review so far… (small group discussion/large group debrief) | Read: Remley & Herlihy chapters 7-9 | F.1.C |
| **Week Six:** | Legal & Ethical Considerations; Legal Risk Management  
Crisis response and suicide prevention; Assessing risk of danger to self or others  
Crisis partners initial discussion | Read: Remley & Herlihy, chapters 10-12  
Read: Okun & Kantrowitz, chapter 9 | F.5.L  
F.5.M  
F.7.C  
C.2.F  
G.2.G |
| **Week Seven:** | Legal & Ethical Considerations (cont’d)  
Technology  
Ethics in schools | Do on your own: Work on PFA course (due Week 8) | F.5.E  
C.2.L  
G.2.N |
<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Topics</th>
<th>Readings/Assignments (what is due before class?)</th>
<th>CACREP Standards</th>
</tr>
</thead>
</table>
| Week Eight:  | • Mid-Term Exam: Professional and Legal Issues  
• **Optional Meeting**: A time for reflection, loose ends, and unanswered questions  
• **Small group discussion**: How’s the class going so far? What feedback do you have? What would make the class better? | • **Do on your own**: Complete Mid-term Exam (take home) and submit through Canvas  
• **Do on your own**: Complete PFA course and submit certificate through Canvas |  |
| Week Nine:   | • **Follow-up on Legal & Ethical Issues**  
• Counselor as Advocate – Ethical Codes: ACA & ASCA  
• **Small group discussion**: how does the TED Talk relate to your understanding of the ACA Advocacy competencies? | • **Watch on your own**: A Tale of Mental Illness (TED Talk) located in your Canvas shell  
• **Read**: ACA Advocacy Competencies (2018, Toporek & Daniels), located in your Canvas shell | F.1.D  
F.1.I |
| Week Ten:    | • **Counselor Interview discussion**  
• **Counselor Advocacy**: micro and macro levels  
• **Advocacy in action**: Small groups explore local advocacy opportunities and resources; report back to large group | • **Do on your own**: Write draft self-assessment reflection and personal philosophy of counseling (submit to Ellen through email if you would like feedback before grading)  
• **Do on your own**: Complete Counselor Interview and submit in Canvas; be prepared to discuss | F.5.N |
| Week Eleven: | • **Professional Counseling Organizations**  
• **Professional Credentialing, Nuts & Bolts of labor market information** | • **Read**: Remley & Herlihy, chapters 13-15 | F.1.F  
F.1.G  
F.1.H  
C.2.K  
C.2.M  
G.2.L |
| Week Twelve: | • **Legislation and government policy related to clinical and school counseling**  
• **Supervision & Consultation**  
• **Small group discussion**: How’s the class going so far? What feedback do you have? What would make the class better? | • **Do with your group**: Case Study: Application of developmentally relevant counseling intervention plan, due Week 14 | F.1.M  
G.2.M |
| Week Thirteen: | • **NO CLASS MEETING!** | | |
| Week Fourteen: | • Wrapping up loose ends  
• Ethics review  
• Professional Roles and Functions Review | • **Do on your own**: Work on Professional Self-Assessment & Personal Philosophy of Counseling  
• **Complete with your group/submit individually**: Submit Case Study activity through Canvas | F.5.N  
C.3.C |
| Week Fifteen: | • Crisis intervention demonstrations (scheduled in pairs)  
• **No large class meeting** | • **Do with your partner**: Crisis intervention demonstration |  |
| Week Sixteen: | • Final exam – closure for the course  
• **Optional final meeting**: a time for reflection, celebration, and unanswered questions | • **Do on your own**: Complete Final Exam and submit through Canvas |  |
### Professional Counseling Orientation and Ethical Practice

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1a</td>
<td>history and philosophy of the counseling profession and its specialty areas</td>
</tr>
<tr>
<td>F1b</td>
<td>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</td>
</tr>
<tr>
<td>F1c</td>
<td>counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</td>
</tr>
<tr>
<td>F1d</td>
<td>the role and process of the professional counselor advocating on behalf of the profession</td>
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<tr>
<td>F1f</td>
<td>professional counseling organizations, including membership benefits, activities, services to members, and current issues</td>
</tr>
<tr>
<td>F1g</td>
<td>professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues</td>
</tr>
<tr>
<td>F1h</td>
<td>current labor market information relevant to opportunities for practice within the counseling profession</td>
</tr>
<tr>
<td>F1i</td>
<td>ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</td>
</tr>
<tr>
<td>F1k</td>
<td>strategies for personal and professional self-evaluation and implications for practice* (KPI)</td>
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<tr>
<td>F1m</td>
<td>the role of counseling supervision in the profession</td>
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### Counseling and Helping Relationships

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>F5d</td>
<td>ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</td>
</tr>
<tr>
<td>F5e</td>
<td>the impact of technology on the counseling process</td>
</tr>
<tr>
<td>F5f</td>
<td>counselor characteristics and behaviors that influence the counseling process</td>
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<tr>
<td>F5l</td>
<td>suicide prevention models and strategies</td>
</tr>
<tr>
<td>F5m</td>
<td>crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid</td>
</tr>
<tr>
<td>F5n</td>
<td>processes for aiding students in developing a personal model of counseling</td>
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</tbody>
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### Assessment and Testing

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>F7c</td>
<td>procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide</td>
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### Clinical Mental Health Counseling

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1a</td>
<td>history and development of clinical mental health counseling</td>
</tr>
<tr>
<td>C2a</td>
<td>roles and settings of clinical mental health counselors</td>
</tr>
<tr>
<td>C2c</td>
<td>mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</td>
</tr>
<tr>
<td>C3.c</td>
<td>strategies for interfacing with the legal system regarding court-referred clients</td>
</tr>
<tr>
<td>C2.f</td>
<td>impact of crisis and trauma on individuals with mental health diagnoses</td>
</tr>
<tr>
<td>C2k</td>
<td>professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling</td>
</tr>
<tr>
<td>C2.l</td>
<td>legal and ethical considerations specific to clinical mental health counseling</td>
</tr>
<tr>
<td>C2.m</td>
<td>record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling</td>
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### School Counseling

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<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>G1a</td>
<td>history and development of school counseling</td>
</tr>
<tr>
<td>G1b</td>
<td>models of school counseling programs</td>
</tr>
<tr>
<td>G2e</td>
<td>school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma</td>
</tr>
<tr>
<td>G2g</td>
<td>characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders</td>
</tr>
<tr>
<td>G2l</td>
<td>professional organizations, preparation standards, and credentials relevant to the practice of school counseling</td>
</tr>
<tr>
<td>G2.n</td>
<td>legal and ethical considerations specific to school counseling</td>
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</tbody>
</table>

*Key Performance Indicator (KPI)*
Key Performance Indicators

In COUN 605, the KPI f.1.k.: strategies for personal and professional self-evaluation and implications for practice is assessed in the Personal Map Activity Discussion Question. If you are not able to achieve “at standard” on this assessment, a plan of academic remediation will be developed between you, the course instructor, and the program director.

Course Activities and Expectations

Requirements and Evaluation

It is expected that students take responsibility for timely completion of reading and written work. It is the student’s responsibility to ensure that material submitted electronically has been received. If you do not receive confirmation of receipt, please contact the instructor. Practice sessions, small group discussions and general participation are as important as class lectures. They provide valuable professional experience and opportunities to demonstrate awareness of the impact of one’s behavior on others. Regular attendance and on-time arrival ensures optimal participation. The instructor reserves the right to consider these variables when assigning grades.

Exam Schedule (30% of final grade)

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 8</td>
<td>Mid-Term Exam: Professional Legal &amp; Ethical Issues</td>
<td>15%</td>
</tr>
<tr>
<td>Week 16</td>
<td>Final exam: Professional Roles &amp; Functions</td>
<td>15%</td>
</tr>
</tbody>
</table>

Other assignments (70% of final grade)

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>Personal Map Discussion Question (KPI F.1.K artifact)</td>
<td>5%</td>
</tr>
<tr>
<td>Week 8</td>
<td>Psychological First Aid</td>
<td>10%</td>
</tr>
<tr>
<td>Week 10</td>
<td>Counselor Interview</td>
<td>10%</td>
</tr>
<tr>
<td>Scheduled with instructor</td>
<td>Crisis Skills Demonstration</td>
<td>10%</td>
</tr>
<tr>
<td>Week 14</td>
<td>Self-assessment/reflection</td>
<td>10%</td>
</tr>
<tr>
<td>Week 15</td>
<td>Case Study activity</td>
<td>5%</td>
</tr>
<tr>
<td>Weekly synchronous classes as scheduled</td>
<td>Participation</td>
<td>20%</td>
</tr>
</tbody>
</table>
Assignment Descriptions

Week 8: Psychological First Aid Certification (10% of final grade)

Psychological First Aid (PFA) is “an evidence-informed modular approach to help children, adolescents, adults, and families in the immediate aftermath of disaster and terrorism”. Beginning in week 6, students should prepare to complete the 6-hour interactive course available online at https://learn.nctsn.org/course/view.php?id=38. Students should email a certificate of completion to the instructor no later than week 8.

Week 10: Counselor Interview (10% of final grade)

You are to contact a counseling professional in your community and conduct an interview about an ethical dilemma they have faced, write a summary of the interview, and evaluate the ethical dilemma as if you were faced with the situation yourself. To locate an interviewee, contact a licensed professional in a hospital psychiatric unit, a community mental health center, a university counseling center, a private practice, or another professional mental health agency. After arranging the interview, prepare a list of questions to ask the interviewee. Open the interview by asking "What is the most difficult ethical dilemma you have faced in your work with clients?" Direct the remainder of the interview questions toward understanding the interviewee's perceptions and experiences of this specific ethical situation. Write a four to six page, double-spaced paper including the following elements:

- A list of interview questions
- A brief description of the interviewee and your reasons for selecting them
- A summary of the ethical dilemma
- A reference to relevant standard(s) of practice from the most recent ACA Code of Ethics
- An integration of the personal and professional relevance of the ethical situation by placing yourself in the situation and applying an approved ethical decision-making model
- A reference page

Scheduled individually: Crisis Response Skills Demonstration (10% of final grade)

Scheduled with a partner, each pair of students will schedule a 45-minute block in which each partner will have 15 minutes to demonstrate trust-building and suicide assessment skills, and time for feedback and debriefing. This exercise is designed to provide a supervised opportunity to integrate and demonstrate suicide assessment skills at a beginning level and prepares the student for the practicum experience.

Week 15: Group Case Study (10% of final grade)

Instructions provided in class.

Week 15: Self-assessment and Personal Philosophy of Counseling (10% of final grade)

In this exercise, you will self-evaluate your growth on the M.Ed. program’s professional dispositions, and briefly describe your current philosophy of helping and beliefs about human nature. Each response should be at least one paragraph. Submit responses through Canvas.
Participation (20% of final grade)

Regular attendance during synchronous class sessions is vital for your success in this class. Please follow the
guidelines for online netiquette (available in Canvas shell). Your instructor will track attendance and participation
throughout the term. Participation also includes:

• completing reading and assignments outside of class time
• actively engaging with your group during group projects
• actively engaging with your partner for crisis intervention practice
• maintaining a respectful and curious attitude
• reaching out for help when you need it!

General Grading Rubric

<table>
<thead>
<tr>
<th>Exceeds Standard</th>
<th>Standard Met</th>
<th>Standard Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper is well organized with a clear thesis or assertion, extensive supporting evidence and depth of thought.</td>
<td>Paper is well organized with a clear thesis or assertion and supporting evidence. Minor flaws in organization do not interfere with understanding.</td>
<td>There are significant flaws in organization.</td>
</tr>
<tr>
<td>References to texts or articles are relevant and show expanded research.</td>
<td>Assigned readings are referenced.</td>
<td>Inadequate references.</td>
</tr>
<tr>
<td>Paper conforms to APA format standards.</td>
<td>Paper generally conforms to APA format standards.</td>
<td>There are major variations from APA format standards.</td>
</tr>
<tr>
<td>Writing is professional and polished.</td>
<td>Grammatical or other errors are sufficiently infrequent so as not to detract from the overall quality.</td>
<td>Writing is not up to standard for graduate-level work. Errors are frequent and distracting.</td>
</tr>
</tbody>
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Required Texts


UNIVERSITY OF PUGET SOUND STATEMENTS AND POLICIES

University Mission Statement

The University of Puget Sound has a commitment to enduring understandings for student learning which are reflected in the university statement. “The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral
discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.”

**Classroom Emergency Response Guidance**

Please review university emergency preparedness response procedures and a training video posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor away from doors and windows. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

**Student Accessibility and Accommodations**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

**University Diversity Statement**

The university is committed to building a learning community based on a respect and appreciation for all persons.

*We Acknowledge*
- the richness of commonalities and differences we share as a university community.
- the intrinsic worth of all who work and study here.
- that education is enhanced by investigation of and reflection upon multiple perspectives.

*We Aspire*
- to create respect for and appreciation of all persons as a key characteristic of our campus community.
- to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts.
- to foster a spirit of openness to active engagement among all members of our campus community.

*We Act*
- to achieve an environment that welcomes and supports diversity.
- to ensure full educational opportunity for all who teach and learn here.
- to prepare effectively citizen-leaders for a pluralistic world.

**Names and Pronouns**

I want to call you by what you consider your name, no matter what the official roster might tell me. Similarly, I want to use pronouns appropriate to your gender. Please inform me if you want me to refer to you differently than the official record.
Student Bereavement Policy

Upon approval from the Dean of Students’ Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook.

Copyright and Fair Use

Course materials are subject to the copyright law of the United States (Title 17 U.S. Code). They are for educational purposes only and limited to students enrolled in the course. Further reproduction or distribution is prohibited.

Academic Integrity

The University of Puget Sound is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Puget Sound, we share an assumption of academic integrity at all levels. Please review the University’s Academic Integrity Policy at http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/.

Student Religious Accommodations

The university provides reasonable religious accommodations for academic courses and programs, and the university policy is found at https://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/student-religious-accommodations-in-academic-courses-or-programs/. If you need a reasonable accommodation due to a religious holiday or organized religious activity, you must give me written notice within the first two weeks of class so that we can coordinate the accommodation. If you have questions about the policy, you may contact the University Chaplain. If you have a grievance about the application of the policy or the handling of your request for an accommodation, you may contact the Dean of the Faculty.