

Department of Counseling and Higher Education
Eastern Illinois University
CHE 5510: PROFESSIONAL ORIENTATION (3 credit hours)
SUMMER 2019 Syllabus

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**Please understand that this is an intense course and 16 weeks of material will be delivered in 3 weeks. This means you will be incredibly busy and need to be sure that your current life situation will allow for this.*

Purpose of Course:

This course provides an orientation to the counseling profession. Areas covered include an understanding of all aspects of professional functioning such as history of the profession, roles, organizational structures, preparation standards, credentialing, legal and ethical issues, and the emerging use of technology within the counseling field.

CEPS Theme: “Educator as Creators of Effective Educational Environments. Integrating Students, Subjects, Strategies, and Societies.”

Textbook: Gladding, S. D. (2013). *Counseling: A comprehensive profession*. (7th Ed.) Merrill Prentice Hall: Upper Saddle River, New Jersey.
Remley, T.P. Jr., Herlihy, B. (2014). *Ethical, legal, and professional issues in counseling*. (4th Ed.) Merrill Prentice Hall: Upper Saddle River, New Jersey.
APA Publication Manual, 6th Edition
ACA Code of Ethics (downloadable from www.counseling.org)
ASCA Ethical Standards (downloadable from <http://www.schoolcounselor.org>)

Objectives of the Course:

- Through readings, lecture, assignments and active class participation, students will be able to do the following:
- a. Examine the history and philosophy of the counseling profession (CACREP Standard II. F.1.a).
 - b. Examine the multiple professional roles and functions of counselors across specialty areas, and their relationships with human and integrated behavioral health care systems, including interagency and interorganizational collaboration and communications (CACREP Standard II. F.1.b).
 - c. Discuss the counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP Standard II. F.1.c).
 - d. Discuss the role and process of the professional counselor advocating on behalf of the profession (CACREP Standard II. F. 1.d.).
 - e. Discuss the advocacy processes needed to address institutional and social barriers that impede access, equity, and successes for clients (CACREP Standard II. F. 1.e.).
 - f. Examine professional organizations, including membership benefits, activities, services to members, and current issues (CACREP Standard II. F.1.f).
 - g. Examine professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP Standard II. F.1.g).
 - h. Discuss current labor market information relevant to opportunities for practice within the counseling profession (CACREP Standard II. F.1.h).
 - i. Examine ethical standards of professional counseling organizations and credentialing bodies and applications

- of ethical and legal considerations in professional counseling (CACREP Standard II. F.1.i).
- j. Examine technology's impact on the counseling profession (CACREP Standard II. F.1.j).
 - k. Examine strategies for personal and professional self-evaluation and implications for practice (CACREP Standard II. F.1.k).
 - l. Practice self-care strategies appropriate to the counselor role (CACREP Standard II. F.1.l).
 - m. Discuss the role of Supervision in the profession (CACREP Standard II. F.1.m).
 - n. Discuss the history and development of counseling: clinical mental health and school counseling (CACREP Standard V.C.1.a).

Method of Instruction:

Several of the following methods will be used: lecture, class discussion, small group work, and role-playing.

LATE ASSIGNMENT POLICY:

All assignments are to be turned in no later than the date due. For each day that an assignment is late, 5 points will be deducted from the final grade you receive on the assignment.

Technological Competence:

Students are expected to enhance their technological competence. Contact via email and D2L is necessary to receive attachments and be updated on course details.

Academic Integrity:

As members of the Counseling and Higher Education program, we must practice and model for others the highest possible ethical standards. The work you present to me should be your own. Any attempt to cheat or plagiarize will result in failure of the assignment and of the course, in addition to any action the University may take against you. Work completed in this class is expected to remain in your personal possession and not be used to assist any future students.

Accommodations for Students:

If you have a disability (physical, learning, psychiatric) that may require accommodations, please call the Office of Disability Services (581-6583) located on 9th Street Hall. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

The Student Success Center:

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Respect for Individual Differences:

The instructor endorses a learning climate that respects diversity and individual differences and encourages open-minded exploration of differences among individuals. Students are not expected to think the same way, but are expected to accept differences and strive to understand how other people's perspectives, behaviors, and worldviews are different from their own. No person will be treated differently with regard to race, color, age, religion, gender, sexual orientation, ancestry, national origin, disability, etc.

Grading Scale:

The CHE Department uses the university grading scale. Please refer to the current Graduate School Catalog.

Course Requirements and Assignments:

Student performance will be evaluated on the basis of professional behavior, attendance, participation, writing assignments, and exams. All assignments are expected to be turned in by the due date. Any late work (without an excused extension) will be deducted one grade level. Written work is to be typewritten in APA Format (12 pt. Times New Roman, 1 inch margins, double space, and correct grammar and spelling). One point will be taken off the total score for each grammar or spelling error.

1. **Exams:** (CACREP Standard II.F.1.a,b,c,d,e,f,g,h,i,j,k,l,m & V.C.1.a). There will be two exams. The first exam will be due on May 24th and the second exam will be due on May 31st. They both will be take home essay exams. Each exam is worth 50 points. You will be tested over the reading in the **textbook** and the **lecture material**. The page limits is set at 15 pages. I will not grade after page 15. I will encourage you to write clear and concise. Include pithy examples to illustrate your point.
2. **Attendance and Class Participation:** (CACREP Standard II.F.1.a,b,c,d,e,f,g,h,i,j,k,l,m). Attendance and class participation is crucial to your learning and is required. You are expected to attend class having completed required readings and to regularly engage in class discussion. If you do not participate or seem to be falling behind in readings, points will be deducted at my discretion. For excused absences (illness or emergencies only), you must inform me, whenever possible, prior to the date of absence and submit any assignments due prior to the absence. For each unexcused absence, you will lose 6 points toward your overall grade. ****The intercession format does not allow for a student to miss an entire class and pass the class. The student will need to drop the course and take it during a 16 week semester.**** 20 points possible.
3. **Ethical Decision Making Assignment** (CACREP Standard II.F.1.,b,c,d,e,h,i,j,k,l,m): Write a paper in paragraph form to implement a course of action concerning the case handed out by the instructor. Your paper will be typed, grammatically correct, and thorough in coming to your conclusion. This assignment is worth 30 points.
4. **Research Paper** (CACREP Standard II.F.1.a,b,c,d,e,f,g,h,I,j,k,l,m): Each student will write a 5-7 page typed research paper describing a current (last five years) issue relevant to the counseling profession **and this class**. The paper should describe the issue and its implications of the profession. The paper will be written in APA style and should include a minimum of seven references. Written assignments will be typed, double-spaced, with 1" margins, and will demonstrate great attention to correct use of grammar, spelling, punctuation, and counseling terminology. If you are uncertain about your writing style, please make use of the APA Manual, the campus Writing Center, myself, peers who write well, etc. in order to maximize the quality of your finished written product. You will be graded on the depth of your current issue and style of writing (how well you write). See Addendum. The paper is worth 50 points.
5. **Create a Power Point Exercise** (CACREP Standard II.F.1.a,b,c,d,e,f,g,h,I,j,k,l,m): Create a 3-5 (maximum) slide presentation on your Research Paper. This assignment is worth 20 points.
 - a. Create a PowerPoint on your Research Paper demonstrating the fundamentals of making a PowerPoint presentation.
 - b. Create a hand out using Microsoft Office Publisher as a medium to share your research findings with your colleagues. This hand out should be creative and provide utility to new professionals in the counseling field.
 - c. Save the final version of your presentation on a disk and you will be asked to demonstrate it on the last day of class. You will be graded on how well your PowerPoint communicates your ideas. Most

people agree now that PowerPoint presentations should complement the speaker's topic and not distract from the message by being overly "complicated", "wordy", and/or "flashy".

<u>Criteria for Evaluation:</u>	<u>Points</u>	<u>Grade Distribution</u>
➤ Exam	100 (50 each)	198-220 = A
➤ Class Attendance & Participation	20	176-197 = B
➤ Ethical Decision Making Paper	30	Below 175 = C
➤ Research Paper	50	
➤ <u>PowerPoint Exercise</u>	<u>20</u>	
Total Points	220	

Tentative Course Calendar

<u>Module</u>	<u>Date:</u>	<u>Topic</u>	<u>Assignment</u>	<u>CACREP</u>
Module 1:	May 14	Professional Identity	Remley (Chapter 2)	II.F.1.a,b,c,d,e ,f,g,h,I,j,k,l,m
Module 2:	May 16	Counseling Process Overview The History of Counseling	Gladding (Chapters 6- 8) Gladding (Chapters 1 & 2)	II.F.1.a,b,c,d,e ,f,g,h,i,j,k,l,m & V.C.1.a
Module 3:	May 16	Counseling Theory Overview	Gladding (Chapters 9 & 10)	II.F.1.a,b,c,d,e ,f,g,h,I,j,k,l,m
Module 4:	May 16	Counseling in the Schools/Agencies Licensure vs. Certification	Gladding (Chapters 17 & 20)	II.F.1.a,b,c,d,e ,f,g,h,I,j,k,l,m
Module 5:	May 21	Ethics in Counseling	Remley (Chapter 1) Gladding (Chapter 3)	II.F.1.a,b,c,d,e ,f,g,h,I,j,k,l,m
Module 6:	May 21	Ethical Decision Making: Case Examples		II.F.1.a,b,c,d,e ,f,g,h,I,j,k,l,m
Module 7:	May 21	Professional Advocacy Mandated Reporting	Gladding (Chapters 15, 16 & 19)	II.F.1.a,b,c,d,e ,f,g,h,I,j,k,l,m
Module 8:	May 23	Confidentiality and Informed Consent Ethical Decision Making Exam 1 Due	Remley (Chapters 4 & 5)	II.F.1.a,b,c,d,e ,f,g,h,i,j,k,l,m & V.C.1.a
Module 9:	May 23	Record Keeping	Remley (Chapter 6)	II.F.1.a,b,c,d,e ,f,g,h,I,j,k,l,m
Module 10:	May 23	Dual Relationships	Remley (Chapter 8)	II.F.1.a,b,c,d,e ,f,g,h,I,j,k,l,m
Module 11:	May 28	Legal Issues and Risk Management Creating PPP	Remley (Chapters 14 & 16) Gladding (Chapters 12)	II.F.1.a,b,c,d,e ,f,g,h,I,j,k,l,m

Module 12:	May 28	Suicide and the Dangerous Client & Trends in Technology	Remley (Chapter 9)	II.F.1.a,b,c,d,e ,f,g,h,I,j,k,l,m
	May 30	PowerPoint Exercise Due		II.F.1.a,b,c,d,e ,f,g,h,I,j,k,l,m
	May 30	Student Presentations Exam 2 Due Research Paper Due		II.F.1.a,b,c,d,e ,f,g,h,i,j,k,l,m & V.C.1.a