



THE UNIVERSITY OF  
TENNESSEE  
KNOXVILLE

**BIG ORANGE. BIG IDEAS.**

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING  
COUNSELOR EDUCATION PROGRAMS**

**COUN 535 ORIENTATION TO COUNSELING & ETHICS  
FALL 2016**

**Course Section:** 001  
**Course Meetings:** Tuesdays, 9:40am – 12:25pm  
**Course Location:** 425 Bailey Educational Complex (BEC)

**Faculty Instructor:** Shawn L. Spurgeon, PhD, NCC, LPC-MHSP, ACS  
**Email:** [sspurgeo@utk.edu](mailto:sspurgeo@utk.edu)  
**Phone:** (865) 974 – 4181  
**Office:** 442 Claxton Complex  
**Office Hours:** Wednesdays, 10:00am – 12:00pm

---

**COURSE DESCRIPTION**

**3 CREDIT HOURS.** Orientation to the counseling profession and professional practice issues in school and mental health counseling and related fields: education, research, standards of practice, credentialing, and policy.

Registration Restriction(s): Master of Science - counseling major/mental health counseling or school counseling concentration.

Registration Permission: Consent of instructor.

**PURPOSE AND FOCUS**

This course is an introduction and overview of the counseling profession. Counselors-in-training will learn about the roles, responsibilities, and identity of a professional counselor; history of the profession; professional organizations; professional journals; standards of preparation; credentialing and licensure; ethical and legal issues; current trends and issues; and professional advocacy.

## CONTENT ADDRESSED

CACREP CURRICULAR CONTENT	2016 STANDARD
history and philosophy of the counseling profession and its specialty areas	2.F.1.a
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	2.F.1.b
the role and process of the professional counselor advocating on behalf of the profession	2.F.1.d
advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	2.F.1.e
professional counseling organizations, including membership benefits, activities, services to members, and current issues	2.F.1.f
professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	2.F.1.g
current labor market information relevant to opportunities for practice within the counseling profession	2.F.1.h
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2.F.1.i
technology's impact on the counseling profession	2.F.1.j
strategies for personal and professional self-evaluation and implications for practice	2.F.1.k
self-care strategies appropriate to the counselor role	2.F.1.l
the role of counseling supervision in the profession	2.F.1.m
strategies to promote client understanding of and access to a variety of community – based resources	2.F.5.k
suicide prevention models and strategies	2.F.5.l
procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c
procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d
ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	2.F.8.j
the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	2.F.8.a
history and development of clinical mental health counseling	5.C.1.a
roles and settings of clinical mental health counselors	5.C.2.a
professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	5.C.2.k
legal and ethical considerations specific to clinical mental health counseling	5.C.2.l
history and development of school counseling	5.G.1.a

community resources and referral sources	5.G.2.k
professional organizations, preparation standards, and credentials relevant to the practice of school counseling	5.G.2.l
legal and ethical considerations specific to school counseling	5.G.2.n

### STUDENT LEARNING OUTCOMES

SLO	STANDARD	EVALUATION
1. Demonstrate professional identity by participating in various counseling related activities	2.F.1.b	Professional Activities
2. Demonstrate understanding of ethical behavior by applying an ethical decision making model	2.F.1.i	Ethical Case Studies
3. Demonstrate an understanding of self-awareness as it relates to professional identity development	2.F.1.k	Reflection Papers Final Paper
4. Demonstrate an understanding of salient clinical practice issues within the counseling profession	5.C.2.l 5.C.2.n	Presentation

### PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced 'chorus') to help you remember them. The dispositions include:

- ◆ *Commitment*, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ *Openness* to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ *Respect* to self and others, including honoring diversity, self-care, and wellness
- ◆ *Integrity*, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ *Self-awareness*, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

### METHODS OF INSTRUCTION

Class sessions will include presentations by the professor, informed discussions by class members, guest speakers, role plays, small group assignments, and other experiential activities.

### REQUIRED TEXTS & MATERIALS

American Counseling Association. (2014). *2014 code of ethics*. Retrieved from:  
<http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Remley, T. P., & Herlihy, B. (2016). *Ethical, legal, and professional issues in counseling* (5<sup>th</sup> ed.). Boston, MA: Pearson.

**\*Other assigned readings are posted on the Blackboard Course Website\***

### STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

1. **ATTENDANCE AND PARTICIPATION (100 points total):** Attendance at all class meetings is expected and is of the utmost importance in a class of this nature. Students are allowed to miss one class; **any subsequent absence will result in the student receiving a letter reduction in the course for each day missed.** You are responsible for making sure you receive the necessary assignments and class notes you miss.

Student participation and interaction will be a major focus of this class. Active participation in all discussions/activities is expected and necessary for successful completion of the course. Preparation for class should include reading **and** reflecting on the material. Your insights and reactions to the course material are a vital aspect of the learning process, and articulate presentation of these is encouraged. Your respect for and openness to others' perspectives, as well as a willingness to examine your own, will be valuable to your learning process.

Students will be evaluated on their level of participation during the course. There will be many opportunities for students to engage in classroom activities and personal growth experiences. Students will be evaluated on level of engagement, attentiveness, and preparedness. The criteria for evaluation include:

- |           |   |
|-----------|---|
| 95 – 100: | Attendance at all classes, high level of engagement, prepared for class as evident by responsiveness during large group discussions, active participation during small group interactions.                        |
| 85 – 94:  | Attendance at all but one class, moderate level of engagement, prepared for class and somewhat responsive during large group discussions, active participation during small group interactions.                   |
| 70 – 84:  | Attendance at all but two classes, minimal level of engagement, not prepared for class as evident by lack of responsiveness during large group discussions, active participation during small group interactions. |

**Activities that demonstrate lack of participation include: texting, surfing the web, sleeping, chatting, or anything other than focusing on class.**

2. **PROFESSIONALIZATION ACTIVITIES (50 POINTS):** Students will participate in a **minimum of 15 hours** of activities related to the counseling profession. Three of those hours will be used for the Suicide Assessment Workshop on October 20<sup>th</sup>. In addition, students will be expected to attend **at least** one Smoky Mountain Counseling Association (SMCA) meeting **or** one Tennessee Licensed Professional Counselor Association (TLPCA) meeting. **Other Conferences/Events you may attend include:**

ACA Podcasts (maximum of 3)

Smoky Mountain Counseling Association meetings: September 1<sup>st</sup>, October 6<sup>th</sup>, November 3<sup>rd</sup> (meetings are 5:30pm to 7:30pm)

Tennessee Counseling Association (TCA): Annual conference, November 19<sup>th</sup> – 22<sup>nd</sup>, Murfreesboro, TN

University sponsored events

Upsilon Theta, Chi Sigma Iota (CSI) sponsored events

3. **ETHICAL CASE STUDIES (100 POINTS):** The ACA Code of Ethics serves as the cornerstone for the counseling profession and serves as a guide for promoting competent work and ethical behavior among its members. Applying the standards to our own practices can assist us to raise significant questions, many of which may not have simple or definitive answers. The application of ethical guidelines to particular situations demands a keen ethical sensitivity.

You will be given 4 ethical case studies to which you will need to provide an appropriate response. Please use APA style, including a cover page, proper grammar, and sentence structure; you will be graded on these things. Your response should be a typed, 3-5 page, double-spaced expository and should include the following elements:

1. A brief description of the case study (1 or 2 paragraphs, maximum)
2. An analysis of the case study using an ethical decision-making model (2 – 3 pages); make sure you sight the relevant ACA ethical codes and any legal statutes for the state of Tennessee
3. What you would do if you were in the counselor's situation (1 page maximum)

You will not be rewarded for your verbosity. To receive full credit, you must demonstrate both an understanding of the counselor's dilemma and a decision based in sound, ethical principles. You do not need to provide references for this assignment and you do not need to turn in the case study. Please type the pledge below at the bottom of your paper. Each case study will be due at the beginning of class and will need to be posted on the Blackboard course website.

*"I have not given or received any assistance on this case study."*

4. **REFLECTION PAPERS (50 POINTS):** You will be required to write 5 personal reflection papers related to course content and/or readings. Personal reflection papers are an opportunity for you to reflect on your thoughts and emotions about the readings and/or class (e.g., lecture, activities, speakers, etc.) and are an avenue for personal and professional growth. Effective work as a professional counselor requires knowledge of self as well as knowledge of personal "issues" that might come up for you. They are **not research papers** and do not require a trip to the library or academic citations and references. Instead they are about **you and your emotional reactions** as you look inside yourself and struggle to tolerate more anxiety and to accept life on life's terms—to develop greater integrity. These are designed to identify and explore personal attitudes, values, and behaviors that can impede or enhance the counseling experience with your clients. They will be graded on both quality (APA formatting and style, writing structure) and quantity of self-reflection. Do not just cognitively discuss what we covered in class or what the author states. Papers should be a maximum of 2 pages in length and should explore personal reactions and emotions; papers will need to be posted on the Blackboard course website. You are allowed to submit one reaction paper per week.
5. **RESEARCH PRESENTATION – PROFESSIONALISM IN COUNSELING (100 POINTS):** This class project will consist of a professional poster session on practice issues within the counseling profession. Counselors-in-training will work in small groups (3-4 persons) to create a poster on a particular topic of interest and professional relevance. The presentation may feature a product, demonstration, or informative paper. Possible topics include the following:
  - \*confidentiality/informed consent in a particular setting (e.g., residence halls, elementary schools) or with particular clients (e.g., minors, HIV/AIDS patients)
  - \*responsibilities to the client vs. responsibilities to the agency
  - \*pros and cons of third-party payments
  - \*legislation affecting counseling (national or state level)
  - \*impact of managed care on counseling in a particular setting (e.g., private practice, inpatient treatment facility, university counseling centers)

Proposals for the presentation are due **via email at the start of class on Tuesday, October 4<sup>th</sup>**. Counselors-in-training will be required to provide handouts or a

packet of information for the presentation. The presentations will take place on **November 15<sup>th</sup>** in the Claxton Atrium during class time.

6. **Written Examination (100 points)**. The written examination will consist of 50 multiple choice questions and 10 short answer questions (with 2 extra credit questions). The exam will take place in class on the assigned day (November 29<sup>th</sup>).
7. **Final Paper (100 points)**. There will be a final paper designed to highlight the learning you have gained during this course and to evaluate what this learning means for your professional development. Instructions for the write-up will be distributed during class. **The final paper is due on Tuesday, December 6<sup>th</sup>.**

### **Course-Based Taskstream Statement**

This course requires that you upload documentation to Taskstream. Specifically, you must upload 1 ethical case study response, 1 reflection paper, and the final paper by Tuesday, December 6<sup>th</sup>. Select Dr. Spurgeon as the evaluator for this submission. Please see your program handbook or website for guidance regarding how to utilize Taskstream.

<b>Assignment</b>	<b>Points</b>	<b>Due</b>
Attendance/Participation	100	-----
Professionalization Activities	50	11/29
Ethical Case Studies	100	On syllabus
Reflection Papers	50	-----
Research Presentation	150	11/15
Final Examination	50	11/29
Final Paper	100	12/6

<b>Grading Scale</b>	
A	540 – 600
B+	510 – 539
B	480 – 509
C+	451 – 479
C	420 – 450
F	0 – 419

*Dear Student,*

*The purpose of this Campus Syllabus is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience.*

*I wish you the best for a successful and productive semester.*

*Provost Susan Martin*



#### **UNIVERSITY CIVILITY STATEMENT**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

#### **ACADEMIC INTEGRITY**

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

#### **DISABILITIES THAT CONSTRAIN LEARNING**

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

#### **YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT**

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

#### **KEY RESOURCES FOR STUDENTS:**

- Undergraduate Catalogs: <http://catalog.utk.edu> (Listing of academic programs, courses, and policies)
- Graduate Catalog: <http://catalog.utk.edu/index.php?catoid=2>
- Hilltopics: <http://dos.utk.edu/hilltopics> (Campus and academic policies, procedures and standards of conduct)
- Course Timetable: [https://bannersb.utk.edu/kbanpr/bwckschd.p\\_disp\\_dyn\\_sched](https://bannersb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched) (Schedule of classes)
- Academic Planning: <http://www.utk.edu/advising> (Advising resources, course requirements, and major guides)
- Student Success Center: <http://studentsuccess.utk.edu> (Academic support resources)
- Library: <http://www.lib.utk.edu> (Access to library resources, databases, course reserves, and services)
- Career Services: <http://career.utk.edu> (Career counseling and resources; HIRE-A-VOL job search system)



### INSTRUCTOR POLICIES

Student participation and interaction will be a major focus of this class. Attendance at all class meetings and active participation in all discussions/activities is expected and necessary for successful completion of the course. Preparation for class should include reading **and** reflecting on the material. Your insights and reactions to the course material are a vital aspect of the learning process, and articulate presentation of these is encouraged. Your respect for and openness to others' perspectives, as well as a willingness to examine your own, will be valuable to your learning process.

Graduate level work needs to be typed, double-spaced, on one side of the page. The style should be formal without the use of contractions, slang, or abbreviations except when quoting a client. The guide for the writing style is the Publication Manual of the American Psychological Association, 5<sup>th</sup> edition. Written assignments are to be turned in at the start of class on the assigned due date. Late assignments will be accepted with the understanding that 5 points will be deducted for each day late, **including the weekends. Assignments more than 5 days late will not be accepted.**

### TENTATIVE COURSE CALENDAR

Date	Topics	Readings & Assignments Due
<b>8/23</b>	Course and Program Introduction Graduate Writing using Bloom's Taxonomy	Syllabus Spurgeon, Gibbons, & Cochran (2012)
<b>8/30</b>	Understanding APA Style – <b>Dr. Gibbons</b> Introduction to Professional Counseling	R & H, Ch. 1 2014 ACA Code of Ethics Hicks et. al. (2014) Kress et. al. (2013)
<b>9/6</b>	Professional Identity of Counselors Multicultural Competence and Social Justice	R & H, Chs. 2, 3 Constantine et. al. (2007) Kaplan, Tarvydas, & Gladding (2014)
<b>9/13</b>	Client Rights and Counselor Responsibilities <b>Ethical Case Study #1 due</b>	R & H, Ch. 4 Kocet & Herlihy (2014)
<b>9/20</b>	Boundary Issues Records and Subpoenas <b>Online Discussion</b>	R & H, Chs. 6, 9
<b>9/27</b>	Confidentiality and Privileged Communication	R & H, Ch. 5 Remley et. al. (1997)

<b>10/4</b>	Malpractice and Resolving Legal and Ethical Challenges <b>Ethical Case Study #2 due</b>	R & H, Ch. 8 Klaus & Hartshorne (2015)
<b>10/11</b>	Suicide Assessment Workshop	
<b>10/18</b>	Competence, Assessment, and Diagnosis <b>Ethical Case Study #3 due</b>	R & H, Ch. 7 Rust, Raskin, & Hill (2013)
<b>10/25</b>	Technology in Counseling	R & H, Ch. 10 Wilkinson & Reinhardt (2015)
<b>11/1</b>	Issues in Counselor Education <b>Ethical Case Study #4 due</b>	R & H, Chs. 14, 15 Kaplan (2014)
<b>11/8</b>	<b>No Class – Presentation Prep and Wellness Activity</b>	
<b>11/15</b>	Research Presentations	Claxton Atrium
<b>11/22</b>	<b>No Class – TCA Conference</b>	
<b>11/29</b>	Wrap – up, Final thoughts <b>Final Examination</b> <b>Professionalization Activities Due</b>	

**\*The final paper is due on Tuesday, December 6<sup>th</sup> at 12:30pm\***