



North Carolina Central University

MISSION

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology and other related services. Central to this aim is the development of leaders who promote social justice and dedicate themselves to the well-being of a global community. The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

The Department of Counselor Education's Mission

North Carolina Central University is located in Durham, a fairly urban area in central North Carolina. Nearby regions include rural areas, as well as the Research Triangle Park. The Department of Counselor Education prepares professional counselors to work in career, school, and community agency settings who promote development across the lifespan, advocate for systemic change, and respond to the complexity of human needs associated with a diverse society. Faculty are expected to teach and mentor students, serve the community and profession, and conduct and disseminate research.

Syllabus
CON 5201 – 01
Ethical and Professional Orientation to Counseling
Fall 2024
3 Credit Hours

Meeting Day & Time: Monday 5 pm-7:30 pm

Class Location: School of Education (SOE) Room 1073

Instructor: Karlesia Montague, Ph.D., LCMHC, LCAS, NCC, CSI
Office: 2125 School of Education
Phone: 919.530. 5049
Email: kmontagu@nccu.edu (Best way to contact me.)
WebEx: <https://nccu.webex.com/meet/kmontagu>
Office Hours: Monday 12:00 PM—5:00 PM (on campus)
 Wednesday 8:00 AM – 1:00 PM (Virtual by appointment)

During office hours, I am available via phone or WebEx. I am available to meet on campus on Mondays, however, please confirm with me prior to traveling to campus. If neither of these times work, please email me to explore additional options. Furthermore, I will return phone calls within 48 business hours if you leave a message.

Email Correspondence is the best way to reach me. When contacting me via email, please include “CON 5201” in the subject line as well as the topic of your email. Please communicate professionally adhering to the standards of communication for the program, department, and university. My typical response time is 48-72 business hours. This means that if you email on Thursday at 4 pm, you will likely get a response from me by the following Tuesday at 4 pm (at the latest) since weekend days are not business days.

Required Textbooks & Course Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological*

Association (7th ed.). Author. <https://doi.org/10.1037/0000165-000>

American Counseling Association. (2014). *ACA Code of ethics*. <https://www.counseling.org/resources/ethics>

American School Counselor Association. (2022). *Ethical standards for school counselors*.

<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

Corey, G., Corey, M. S., Corey, C. & Corey, C. (2023). *Issues and ethics in the helping professions* (11th ed.). Cengage Learning.*

* A word about Cengage/Mindtap – *The Corey, Corey, and Corey text is accompanied by the online learning platform called Mindtap. **It is required that all students purchase the online access code for this textbook.** Mindtap access offers students an ebook, videos, exercises, and quizzes that count toward the final grade in this course. See Canvas for instructions on accessing the Mindtap platform that accompanies this textbook.*

SUPPLEMENTAL TEXTBOOKS & MATERIALS:

Additional required readings will be made available on Canvas throughout the semester. In addition, a list can be found at the end of the syllabus (appendix).

Forester-Miller, H., & Davis, T. E. (2016). *Practitioner’s guide to ethical decision making* (Rev. ed.). Retrieved from <http://www.counseling.org/docs/default-source/ethics/practitioner’s-guide-toethical-decision-making.pdf>

AATBS (2020). *Counseling National Counseling Exam: Professional Orientation & Ethics* (Volume 1). Ventura, CA. <https://behavioral-science.aatbs.com/nccu/> (click on NCE).

“North Carolina Central University has partnered with AATBS, the leading provider of exam prep and continuing education for behavioral and mental health students and professionals, to offer you discounted access to their industry-leading products and services. This benefit is being provided to you based on our relationship with AATBS and is available to you exclusively because you are a student or graduate from NCCU. To see available products and access your discount, please visit <https://behavioral-science.aatbs.com/nccu/>.

Course Catalog Description:

This course is designed to provide an understanding of the identity of the professional counselor, the characteristics of an effective counselor, self-exploration in relation to the role and is infused with ethical considerations relevant to the profession. Awareness of the professional literature and organizations, establishing entry-level professional writing skills, including understanding APA writing style, and training students in beginning counselor skills, such as attending, active listening, and reflecting will be addressed.

COURSE PREREQUISITES: The prerequisite for this course is admission to the Counselor Education Program at NCCU. This course may also be available by direct permission from the instructor.

METHOD OF INSTRUCTION:

Readings
Lectures
Videos (MindTap)
In class discussions and activities
Online assignments

COURSE FORMAT & MEETING TIME:

This course is face-to-face (F2F) on campus. You are required to attend every class on Monday at 5PM until 7:30PM. Course documents will be housed in Canvas. Please check Canvas regularly for course information. You will be required to log on to the Canvas system in order to obtain and submit assignments during the semester.

TASK STREAM STATEMENT (*note, this software is not yet available to students):

Task Stream is a way the School of Education and the Counselor Education program collects artifacts and evaluates student progress toward meeting educational requirements. Maintaining an electronic portfolio (i.e., “Task Stream”) is a REQUIREMENT for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You must maintain a Task Stream account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify

that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage. You will receive notice if an assignment needs to be uploaded to Task Stream. Please note that some of the assignment names may be different than what appears in Task Stream. Task Stream has replaced Foliotek. Students will be notified when Task Stream becomes available.

Course Websites

All content is posted on Canvas, which is the learning management system used by NCCU. Every student has a username and password issued by the University. You are required to log on the Canvas system weekly to view course content and submit assignments. No assignments will be accepted via email. If you have questions about your account, please call IT department at 919-530-7676 or <https://www.nccu.edu/canvas/support>.

Counselor Education Program Objectives:

The program develops counselors who:

1. Develop a theoretically solid philosophy of practice integrating research data into evidence-based practices;
2. Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
3. Formulate a professional identity that responds to the needs of their client populations while utilizing culturally competent practices and appropriate assessment tools and procedures;
4. Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
5. Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development and consult with other professionals concerning the developmental needs of culturally diverse clients;
6. Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access.

Course Objectives:

As result of completing this course, students will

1. Integrate the ethical standards set forth by professional organizations and credentialing bodies into the practice of counseling in a variety of settings and specialties, across client populations. (Sec. II:F:1.i)
2. Articulate knowledge of ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. (Sec. II:F:7.m)
3. Apply ethical and legal standards to the professional practice of counseling, specifically as they apply to work with diverse client populations and to work with minors, couples, families, and groups. (CMHC B:1)
4. Evaluate ethical decision-making models and determine which models to use in making ethical decisions related to professional counseling practice.
5. Compare and contrast ethical standards for the profession of counseling with ethical standards for related helping professions.
6. Integrate technology into the completion of course and learning activities in preparation for the growing integration of technology in the profession of counseling.
7. Produce course materials and presentations that reflect exemplary professional oral and written communication skills at standards expected of entry-level professionals.
8. Apply proper APA style documentation and formatting to learning activities.
9. Think critically about the impact their personal worldview has on their personal and professional development as beginning counselors and how their personal worldview is influenced by their personal and professional development as beginning counselors.

Student Learning Outcomes and Assessment for CON 5201:

CACREP Standards (2024):

<i>Student Learning Outcomes (SLOs)</i> <i>The counselor-in-training will be able to:</i>	<i>Method for Obtaining Outcome</i>	<i>Method for Evaluation of Outcome (Evidence)</i>
SLO 1 [Research and report] the history and philosophy of the counseling profession and its	Lectures, assigned readings, class discussions, and independent research.	Development of Professional Counseling Internet Assignment

specialized practice areas. (CACREP 3.A.1)		
SLO 2 [Identify] the multiple roles and functions of counselors across specialized practice areas (CACREP 3.A.2)	Lectures, assigned readings and class discussions.	Roles and Responsibility Paper
SLO 3 [identify] counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including a) collaboration and consultation, b) community outreach, and c) emergency response management. (CACREP 3.A.3)	Lectures, assigned readings and class discussions.	Roles and Responsibility Paper
SLO 4 [discuss] the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success (CACREP 3.A.4)	Lectures, assigned readings and class discussions.	Roles and Responsibility Paper
SLO 5 [identify] the role and process of the professional counselor advocating on behalf of the profession (CACREP 3.A.5)	Lectures, assigned readings and class discussions.	Roles and Responsibility Paper
SLO 6 [discuss] professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP 3.A.6)	Lectures, assigned readings and class discussions.	Development of Professional Counseling Internet Assignment and quizzes/examinations
SLO 7 [identify] professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas (CACREP 3.A.7)	Lectures, assigned readings and class discussions.	Development of Professional Counseling Internet Assignment
SLO 8 [identify] legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas (CACREP 3.A.8)	Lectures, assigned readings and class discussions.	Development of Professional Counseling Internet Assignment
SLO 9 [identify] current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession (CACREP 3.A.9)	Lectures, assigned readings and class discussions.	Development of Professional Counseling Internet Assignment
SLO 10 ethical standards of professional counseling organizations and credentialing	Lectures, assigned readings and class discussions.	Ethical Case Study

bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas (CACREP 3.A.10)		
SLO 11 self-care, self-awareness, and self-evaluation strategies for ethical and effective practice (CACREP 3.A.11)	Lectures, assigned readings and class discussions.	Quiz/exams; Self-Assessment Reflection Paper
SLO 12 the purpose of and roles within counseling supervision in the profession (CACREP 3.A.12)	Lectures, assigned readings and class discussions.	Quiz/exams; Development of Professional Counseling Internet Assignment, and Roles and Responsibilities Paper
SLO 13 Examine the application of technology related to counseling (CACREP 3.E.5)	Lectures, assigned readings/telehealth training and class discussions.	Development of Professional Counseling Internet Assignment
SLO 14 Use the <i>APA Manual</i> , emphasizing referencing style.	Video, reading, and class discussion/activity.	Written assignments

The required Taskstream assignments/KPI assignments for this course include Ethical Case Study, Development of Professional Counseling Internet Assignment, and Roles and Responsibility Paper.

KEY PERFORMANCE INDICATORS

As part of the overall assessment plan for the Counselor Education program, designated courses have specific Key Performance Indicators (KPIs) that are connected to accreditation standards. Ethics has three (3) KPIs which are listed above. The assignment that measures each standard is listed beside it. If the student does not meet the grade standard which will be clearly communicated when the assignment is introduced, the student will be asked to repeat the assignment.

COURSE POLICIES

- All work submitted should reflect graduate level content and preparation, be typed or otherwise electronically prepared, and utilize APA style as appropriate. Students needing assistance with writing are encouraged to contact the writing studio to avoid spelling and grammatical errors. To further support students, please see writing resources in Canvas.
- Please complete all of your coursework independently, unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course. Please review the [Academic Honor Code](#).
- Be sure to read the entire syllabus. It is essential that you submit all assignments by the due date. All due dates can be found in the syllabus and in our learning management system, Canvas. Late assignments, if accepted, will have a reduced grade.
- Read and listen/watch all material provided in Canvas as it is presented (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.). It is important that students complete all assigned readings to gain an understanding of the course material/core concepts. Completing assigned readings and watching supplemental videos will provide students with the knowledge and skill to complete course assignments. Additionally, the material will prepare you for the national addiction licensure. See Canvas for more information about licensure.
- Regularly check your NCCU email account to receive updates. I will correspond with you via campus email or Canvas.
- Ensure that you are entirely familiar with all functions available to you via Canvas. The student resource also provides helpful guides to assist you. Contact the campus ITS helpline should you experience technical problems related to Canvas (919-530-7676).
- Please use the designated link in Canvas system to submit your work. Do not email your work to the instructor unless specifically asked to do so by the instructor. Otherwise, email submissions will not be accepted and will receive a grade of zero [if they are not submitted in Canvas].
- You are given a “window” of time to complete assignments, but you do not have to wait until the due date to complete your work. Please avoid doing things at the last minute. It is very unlikely that you will be given any extra time to complete an assignment if you waited until the last minute to complete a task – and then experienced an issue. I encourage you to work on things early so that you can overcome the problems, should they arise.
- Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this class has an online component (Canvas website), there will always be coursework to complete, even if the University cancels classes on campus. Due dates for this course will not likely be changed due to adverse weather. Please keep a check

on weather forecasts so that you may prepare in advance. If there are required synchronous meetings, please check the Canvas site as well as the University website for class cancellations. Please sign up for Eagle Alerts on the Emergency Webpage for NCCU.

10. There is no “rounding up” of grades. Please see the grading scale for exact numerical values.

North Carolina Central University Class Attendance Policy

This course is a face-to-face on campus class. You are required to attend every class on Monday at 5PM until 7:30PM. Before Financial Aid is disbursed each semester, NCCU must confirm that you have begun attendance in all of your courses. Your instructor must validate your attendance for each course. Students who do not attend classes during the first two (2) weeks of class will be dropped due to non-attendance. See [here](#) for additional information.

Dispositions/Attendance/Participation

As a part of your attendance and participation evaluation, students are graded regarding the following criteria:

- 1) Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.
- 2) Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery
- 3) Demonstration of effective leadership skills;
- 4) Active engagement in class activities and participate as a group member; and
- 5) Contributions to class discussion displaying critical and creative thinking skills.

(**See the most recent version of the ACA code of ethics and the NCCU Counseling Student Handbook for more on Expected Student Dispositions and Behaviors.)

Missed Assignments:

Students are expected to keep track of assignments via the syllabus **and** the weekly checklist found on Canvas. Late assignments will not be accepted. If there are special concerns or circumstances, contact Dr. Montague via email. Grades for the course are based on accumulation of points. See course grading scale for specific point values of each assignment.

Course Assignments

As your instructor, I am committed to your learning, development, and understanding of this course material. Assignments and exercises are designed to address various learning styles and to help students gain a more in-depth understanding of the material. In order to help students get the most out of this class experience, I strive to provide continual feedback on papers and projects throughout the semester within 9-14 business days after due date of assignment.

Make sure that you submit your papers in Microsoft Word using APA format. Do not upload PDF or a previously formatted document. If you submit a previously formatted document or PDF, the document will be sent back to you.

The following highlights the assignments for this course along with a brief general description. More specific instructions for each of these assignments including the rubric or checklist will be found in Canvas:

1. Self-Assessment Reflection Paper:

Part I: This assignment is part of a pre/post evaluation and will be revisited at the end of the semester. First, students will complete the *Self-Assessment: An Inventory of Your Attitudes and Beliefs about Ethical and Professional Issues* (pgs. 25-32 in your textbook) and thoughtfully review your answers. (Note: This is a personal reflection. There are no right or wrong answers! Do not turn in your answers to the assessment; just your reaction). Next, based on what you learned about yourself, **write a reflection on personal values, biases, attitudes, and cultural beliefs that may influence your role as counselor**. Possible topics to be explored: family of origin dynamics and its effect on how you relate with others; messages received about people, counseling, and mental health; religious and spiritual values.

Part II: Next, design a plan of action to challenge at least one of those biases, showing how to respond when facing a triggering interaction when in a counseling role. Also, as a result of the self-assessment, identify and discuss what do you most hope to learn about the topic of ethics during the course of this semester. Paper must be written in APA-format. Refer to the 7th edition of the APA manual, along with any APA resources that are posted in Canvas. **See the rubric for grading specifics! Due September 22 by 11: 59 pm.**

2. Ethical Case Study Paper: *****This is a KPI assignment and a group assignment**

This assignment has two components: group and individual. Students will work in pairs or form a small group (3 students) to complete the case study which can be found in Canvas. The group will write and submit a single paper based on the selected ethical case study. Based on our class activities and readings, reflect on the complex nature of professional counseling dilemmas. Include information on the decision-making process associated with resolving ethical quandaries. *Students will also complete and submit a peer evaluation of all group members (worth 5 pts of the total grade).*

Lastly, [individually] finalize the assignment with a one-page reflection on your reaction to the assignment and any insights gained while completing your paper. *All group members will receive the same grade.* See the rubric for grading specifics! **Due September 29 by 11: 59 pm.**

3. Development of Professional Counseling Internet Assignment: *****This is a KPI assignment**

Note: Students have the option of completing this assignment independently OR as a small group assignment based on instructor approval. All group members will receive the same grade. This assignment will help students gain a comprehensive understanding of the history of the counseling profession, professional counseling organizations and associations, as well as assess how technology plays a role in the profession and evolution of our profession. The assignment will include the following three general sections: History and Development of Professional Counseling; A Review of Professional Counseling Related Websites; and Growth of the Counseling Profession Through Technology. Students will apply ethical standards toward current counseling trends, websites, and services in technology and examine how technology may or may not be meeting ethical standards.

- **Part I: History and Development of Professional Counseling**

Based on your readings for the class and your exploration of the websites listed in the module, write a brief review on the history and development of professional counseling. See detail instructions for this assignment for additional questions to address in part I.

- **Part II: Professional Websites**

Review and critically analyze the professional websites in the module. Include information from these websites when talking about history and development of professional counseling and/or licensure and certification. See detail instructions for this assignment for additional questions to address in part II.

- **Part III: Growth of the Counseling Profession Through Technology & Current Labor Trends in Counseling**

Consider and write about the evolution of distance counseling as an example of ongoing growth in the counseling profession. See detail instructions for this assignment for additional questions to address in part III.

See the rubric for grading specifics! **Due October 27 by 11: 59 pm.**

4. Roles and Responsibility Assignment – Field Interview: *****This is a KPI assignment**

Select a counseling environment or setting in which you would like to work or in which you have an interest. Contact a professional counselor (or other mental health professional) at that site, inform them that you are a graduate student enrolled in an introductory counseling course, and request an interview. Potential interview questions will be posted on Canvas. They include questions related to the roles and responsibilities of professional counselors in the area of **licensure, advocacy, professional organization membership and collaboration with other human services providers**. After completing your interview, write a report/paper of your experience. Your paper should include a summary of your interview (not a word-for-word account), and a report of your reflections/reactions of the site and the individual interviewed (what you thought/how you felt) will serve as the final page. **Do not interview family or friends. This individual must have a Master's degree in Counseling, Psychology, or Social Work.** See the rubric for grading specifics! **Due November 17 by 11: 59 pm.**

5. Exams:

Two major assessments will be given. The first assessment given will be your **Midterm** and the second will be your **Final examination**. The exams will consist of multiple choice, true-false, and short answer/essay items.

6. Weekly Chapter Quizzes:

Each week students will take a chapter quiz using the Mindtap online platform. Weekly quizzes are due by 11:59pm on the due date [Sunday]. Once the due date has past, the window will close, and the quiz will no longer be available. Students are permitted two attempts for each quiz.

7. Trainings: 1) Telehealth & 2) Prevent Child Abuse:

Because we live in the age of COVID-19 and distance counseling is increasingly used in practice, students will complete the required online telehealth training and submit the certificate. [Link](#). **Due September 22 by 11: 59 pm.**

Prevent Child Abuse. Positive Childhood Alliance of NC is dedicated to making sure North Carolina’s citizens and professionals have the most effective and up-to-date tools possible to prevent child abuse and neglect before it occurs. Workshops, trainings, and webinars offer the latest information, research, and strategies to help you strengthen families, increase protective factors, and ensure all children thrive. Students will complete the two free trainings- Recognizing and responding to suspicions of child maltreatment (2 hrs) and what is prevention (1 hr)? **Due September 29 by 11: 59 pm**

8. Practice Items:

This course offers several supplemental yet important practice items that help bring the topics of ethics and professional orientation to life in this online course format. Students will be assigned weekly audio lectures, Ethics in Action videos, and various online case study scenarios via the Mindtap platform. These are not graded; however they are encouraged and will build upon the readings and the assignments for this course. Further, these supplemental assignments will strengthen general understanding of the complex nature of ethics in the counseling profession. It is strongly recommended that these practice items are completed before taking the weekly quizzes.

9. Attendance, Participation, and Dispositions:

Participation is assessed in various ways, including class attendance, preparation, engagement in class discussions and activities, effort and participation in group projects, levels of engagement in the online supplemental assignments, and professionalism. (**See the most recent version of the ACA code of ethics and the NCCU Counseling Student Handbook for more on Expected Student Dispositions and Behaviors.)

Academic Integrity:

Students are bound by the academic integrity policy as stated in the code of student contact. Therefore, students are required to uphold the university pledge to exercise honesty in completing assignments. **Plagiarism of any kind (accidental or otherwise) will result in an automatic zero (0) for the assignment, a report to the Program Chair and Dean, and/or failure of the course.** Instructor uses plagiarism detecting software for all written assignments. Also, unless explicitly stated by the instructor, students are not allowed to collaborate on midterm and final exams. See the website for an explanation of NCCU [Academic Integrity Honor Code](#).

Important Reminders:

- Please be sure to review the Weekly Checklist that will be provided. This helps students keep on track with assignments and due dates. The same information can be found in the syllabus (course calendar).
- *Most* Assignments Due on Sunday by 11:59 pm unless otherwise noted.
- Check in on Canvas on a frequent basis. Keep up with Canvas announcements and updates as they are the most up to date and accurate.
- Please keep up with [NCCU Counseling Key Dates](#) for drop/add dates and other important information.
- Controversial topics and/or opinions may arise during the course of class discussion that may cause strong feelings or emotions. It is important that any debate of these topics and opinions be discussed in a respectful and courteous manner. Please be mindful and courteous of others as you are listening and speaking in class/virtual environment. It is important that our classroom be a nurturing place for conscientious dialogue.
- Any non-compliance to course policies and guidelines (including professional etiquette) will impact student’s participation grade.
- See assignment rubrics for grading specifics! These rubrics will help you be successful on your papers and assignments as I will be specific on how I grade and what I will be looking for.
- Contact me with any issues, concerns, questions. However, please allow 48-72 hours for a response to emails and voice mail messages, excluding nights, weekends, and holidays. Email is the most reliable and quickest communication method.

I look forward to working with you this semester!

TENTATIVE COURSE SCHEDULE

Please note, the instructor reserves the right to modify this tentative calendar at any time. You will be notified via Canvas of any changes. Use this schedule as a guide for your preparation.

Date		Topic(s)	Readings and assignments
1	Aug. 19	<p>Introductions, Expectations and Syllabus Overview</p> <p>Introduction to Professional Ethics</p>	<p>(CCC = Corey Textbook)</p> <p>Before Class this Week: Read CCC: Chapter 1 & Skim through the ACA code of ethics.</p> <p>Optional: Skim ASCA ethical standards for school counselors</p> <p>Syllabus quiz due by 8/25</p> <p>MindTap: Review activities. Take MindTap: Chapter 1 Quiz by 8/25</p>
2	Aug. 26	<p>The Counselor as a Person and as a Professional & APA Overview/Practice</p>	<p>Before Class this Week: Read CCC Chapter 2 Review APA Manual Resources in Canvas Read/Review Chapters 2-6 of APA Manual Ethical Decision-Making Model</p> <p>MindTap: Review activities Take MindTap: Chapter 2 Quiz by 9/1</p>
3	Sept. 2	<p>Values and the Helping Relationship</p> <p>Labor Day Observance, no class</p> <p>*Groups will be assigned for the Ethical Study Paper. Complete the Ethical Case Study Meeting Form 1 by 9/3. Group members will need to collaborate prior to the deadline. Select group team leader and assign group roles. The group team leader will upload Ethical Case Study Meeting Form 1 to Canvas by 9/3 at 5 p.m.</p>	<p>Read CCC: Chapter 3 Read/Review Chapters 7-12 of APA Manual</p> <p>MindTap: Review activities Take MindTap: Chapter 3 Quiz by 9/8 Ethics Meeting Form 1 is due today!</p>
4	Sept. 9	<p>Multicultural Perspectives and Diversity Issues</p>	<p>Before Class this Week: Read CCC: Chapter 4 Watch the video: <i>The DNA Journey</i> https://www.youtube.com/watch?v=tyaEQEmt5ls</p> <p>MindTap: Review activities Take MindTap Chapter 4 Quiz by 9/15</p>
5	Sept. 16	<p>Client Rights and Counselor Responsibilities</p> <p><i>Make an appointment to interview your Helping Professional for the Roles/Responsibility Paper.</i></p> <p>*Work with your group on the Ethical Case Study Paper* Complete Ethical Case Study Progress 2 Meeting Form. The group team leader will upload Ethical Case Study Meeting Progress 2 Form to Canvas by 9/16 at 5 pm.</p>	<p>Before Class this Week: Read CCC: Chapter 5</p> <p>Complete Telehealth Training Due 9/22 https://learning.simplepractice.com/courses/telehealth-legal-and-ethical-issues</p> <p>MindTap: Review activities Take Chapter 5 Quiz by 9/22 Self-Assessment Reflection Paper due 9/22 Ethics Meeting Form 2 is due before class starts today!</p>
6	Sept. 23	<p>Confidentiality: Ethical and Legal Issues</p>	<p>Before Class this Week: Read CCC: Chapter 6</p>

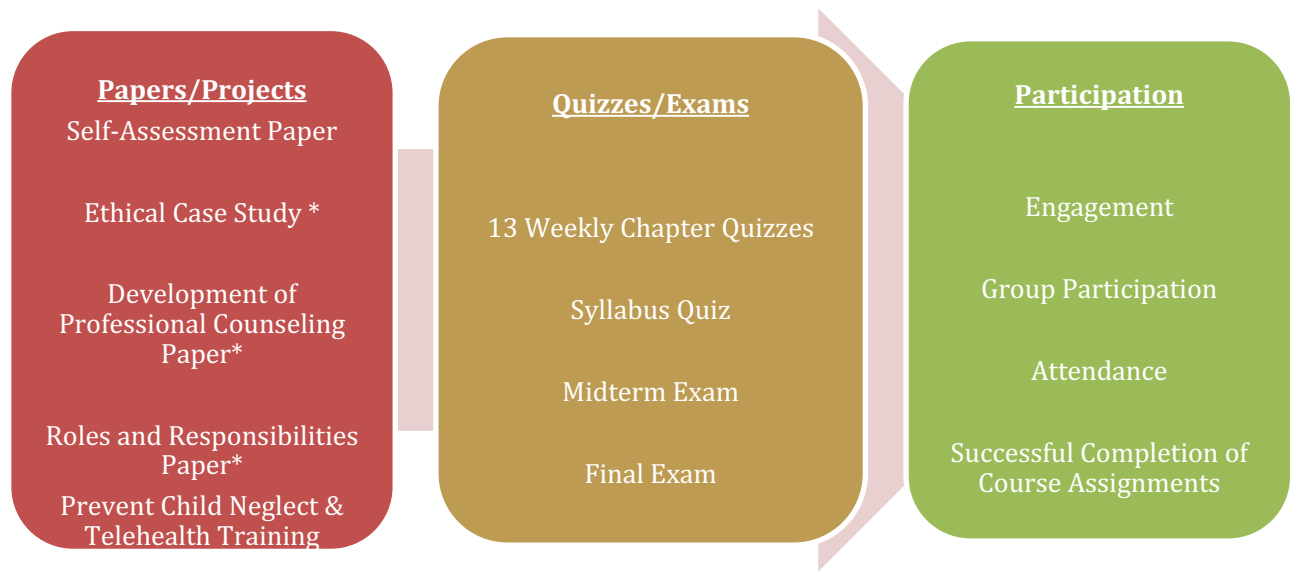
			<p>Complete Prevent Child Abuse Training 9/29 https://www.preventchildabusenc.org/online-trainings/</p> <p>MindTap: Review activities Take Chapter 6 Quiz by 9/29 Ethical Case Study Paper* (Group) due 9/29</p>
7	Sept. 30	<p>Managing Boundaries and Multiple Relationships</p> <p>Mid-Term Exam Ch 1-6 (in class)</p> <p><i>Look Ahead: Visit sites for Roles & Responsibilities Assignment</i></p>	<p>Before Class this Week: Read CCC: Chapter 7</p> <p>MindTap: Review activities Take Chapter 7 Quiz by 10/6</p>
8	Oct. 7	<p>Professional Competence and Training</p>	<p>Before Class this Week: Read CCC: Chapter 8</p> <p>MindTap: Review activities Take Chapter 8 Quiz by 10/13</p>
9	Oct. 14	<p><i>Fall Break (Monday & Tuesday)</i></p> <p><i>Looking Ahead – Finalize Roles and Responsibility Assignment Interviews and Papers!</i></p>	
10	Oct. 21	<p>Ethical Issues in Supervision</p>	<p>Before Class this Week: Read CCC: Chapter 9</p> <p>MindTap: Review activities Take Chapter 9 Quiz by 10/27 Development of Professional Counseling Paper* due 10/27</p>
11	Oct. 28	<p>Issues in Theory and Practice</p>	<p>Before Class this Week: Read CCC: Chapter 10</p> <p>MindTap: Review activities Take Chapter 10 Quiz by 11/3</p>
12	Nov. 4	<p>Ethical Issues in Couples and Family Therapy</p> <p><i>Looking Ahead – Finalize Roles and Responsibility Assignment Interviews and Papers!</i></p>	<p>Before Class this Week: Read CCC: Chapter 11</p> <p>MindTap: Review activities Take Chapter 11 Quiz by 11/10</p>
13	Nov. 11	<p>Ethical Issues in Group Work</p>	<p>Before Class this Week: Read CCC: Chapter 12</p> <p>MindTap: Review activities Take Chapter 12 Quiz by 11/17 Roles and Responsibility Field Study Report* due 11/17</p>
14	Nov 18	<p>Community and Social Justice Perspectives</p>	<p>Before Class this Week: Read CCC: Chapter 13</p> <p>MindTap: Review activities Take Chapter 13 Quiz by 11/24</p>

15	Nov 25	Thanksgiving recess November 27 – Dec 1	
	Dec. 2	Final Exam on Monday, December 2 <u>Will cover Chapters 7-13</u>	<i>Congratulations!</i> <i>You did it!</i> ☺
Key Dates			
<p>August 30, 2024: 4pm; End of Add/Drop Period. September 2, 2024: Labor Day Observance, no classes September 20, 2024: Last day to withdraw from university and receive a prorated tuition adjustment/refund. October 4, 2024: Midterm progress reports due in Banner by 4 pm October 14-15, 2024: Fall Break. October 16, 2024: Spring registration begins. November 1, 2024: Last day to withdraw from a class with a W/C grade or from the university with a W grade. November 27- Dec 1, 2024, Thanksgiving Break December 13, 2024: All grades for non-graduating students due in Banner by 5 pm.</p>			

Assignment/Activity	Points Available	Due Date
Papers		
Self-Assessment Reflection Paper	100	9/22
Ethical Case Study Paper* (Group)	155	9/29
Development of Professional Counseling Paper*	150	10/27
Roles and Responsibility Field Study Report*	150	11/17
Telehealth & Prevent Child Abuse Training	40	9/22 & 9/29
Quizzes/Exams		
Syllabus Quiz	10	8/25
Weekly Chapter Quizzes	130	Weekly on Sundays
Midterm Exam	60	9/30
Final Exam	60	12/2
Attendance & Dispositions		
Attendance, Participation, & Dispositions	65	ongoing
Total Available Points	920	

* Indicates that assignment is a Taskmaster Requirement*

Final Grading Scale	
Letter Grade	Point Total
A	828-920
B	736-827
C	644-735
F	0-643



NCCU POLICIES AND RESOURCES

STATEMENT OF INCLUSION/NON-DISCRIMINATION

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

[STUDENT ACCESSIBILITY SERVICES \(formerly Student Disability Services\)](#)

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/sas and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class. Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with SAS.

[CONFIDENTIALITY and MANDATORY REPORTING](#)

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the [Title IX Reporting Form](http://www.nccu.edu/titleix), located at www.nccu.edu/titleix.

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, and RESOURCES

Student Advocacy Coordinator

The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu.

NCCU Campus Pantry

The NCCU Campus Pantry is a free resource for all members of NCCU (students, faculty, staff), providing nutritional support for food insecure individuals. The mission of the campus pantry is to reduce the burden of food insecurity for the NCCU campus community.

Counseling Center

The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.

University Police Department

The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

Veterans Services

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information, please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

LGBTQIA Resource Center

The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTQA) Resource Center at NC Central University serves as a vital link by which LGBTQIA+ individuals can find a sense of community and everyone can learn about LGBTQIA+ identities and culture.

Writing and Speaking Studio

NCCU's Writing and Speaking Studio is a space where students of all disciplines can develop their written and verbal (and nonverbal) communication skills, all while knowing that their needs, identities and voices are respected. Our in-person, online, daytime, evening and weekend services support the NCCU community in the craft and process of writing when it fits your schedule best.

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