

TCE 541
THE COUNSELING PROFESSION
Counseling Academic Unit
College of Education

Instructor: Gene Eakin, Ph.D.
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Credits: 3
 Quarter: Su, 2014
 Time: Saturday, 6/28/14 & Saturday, 8/9/14 with 50% of course delivered online.
 Location: Chemeketa Center for Business and Industry 626 High St. NE Salem, OR

Required Text(s):

1. Bell, G. (2009). *Water the bamboo: Unleashing the potential of teams and individuals*. Portland, OR: Three Star Publishing.
2. Erford, B.T. (2014). *Transforming the school counseling profession (4th. ed)*. Upper Saddle River, NJ: Pearson Education, Inc.
3. Stone, C. (2013). *School Counseling Principles: Ethics and Law*. American School Counseling Association.

NOTE: Additional readings including materials on the WWW will be assigned on occasion to supplement the primary readings in the texts.

Course Description:

Provides the foundation for becoming a counselor and explores the psychological and philosophical ramifications of the counselor in a changing world. Topics will include values in counseling, ethical and legal issues in counseling, research in counseling, and maintaining a professional identity.

PREREQ: Admission to program.

Learning Objectives:

At the end of the course students will be able to:

541.1	Apply ACA and/or ASCA Ethical Guidelines to – 1. develop a Professional Disclosure Letter/Informed Consent Agreement & a Client’s Bill of Rights. 2. analyze case scenarios using the prescribed ethical decision-making model;
541.2	Outline the history and philosophy of the counseling profession, including the significant factors and events that influence the professional identity of community and/or school counselors in the 21 st century;
541.3	Describe the professional roles & functions of community and school counselors and their relationships with other human service providers;

541.4	Describe the professional organizations serving counselors (ACA/ASCA) - including membership benefits, activities, services to members, and current emphases;
541.5	Outline the processes of professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
541.6	Synthesize information from this and the Social Cultural Foundations class to develop a plan by which counselors can advocate on behalf of the profession and develop a personal advocacy statement to address institutional and social barriers that impede access, equity, and success for clients;;
541.7	Create a statement of professional identity as a community or school counselor synthesizing personal values & attendance at a professional conference.
541.8	Create a personal wellness plan to successfully manage stressors; and
541.9	Describe ways to integrate technological strategies and applications within counseling and consultation processes.

Graduate School Learning Outcomes:

GLO #	<i>At the end of the course students:</i>
1.	Conduct research or produce some other form of creative work
2.	Can demonstrate mastery of subject material
2.5	Can demonstrate advanced knowledge of legal and ethical issues in counseling
3.	Be able to conduct scholarly or professional activities in an ethical manner.
3.1	Describe three common ethical challenges in the profession and competently apply the ACA and ASCA ethical standards to resolution of these challenges.

Relation of Course to 2009 CACREP Standards:

#	Text of Standard
II.G.1.a	history and philosophy of the counseling profession, including significant factors and events;
II.G.1.b	professional roles, functions, and relationships with other human service providers;
II.G.1.d	self-care strategies appropriate to the counselor role;
II.G.1.e	counselor supervision models, practices, and processes;
II.G.1.f	professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
II.G.1.g	professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
II.KG.1.h	public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
II.G.1.i	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

II.G.1.j	ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
II.F	Evidence exists of the use and infusion of technology in program delivery and technology's impact on the counseling profession;
SC.A.1	Knows history, philosophy, and trends in school counseling and educational systems.
SC.A.2	ethical and legal considerations related specifically to the practice of school counseling.
SC.A.3	Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
SC.A.4	Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
SC.A.5	Understands current models of school counseling programs (ASCA National Model) and their integral relationship to the total educational program.
B.1	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
D.5	Demonstrates the ability to recognize his or her limitations as a school counselor and seek supervision or refer clients when appropriate
J.1	Applies relevant research findings to inform the practice of school counseling
N.1	Applies relevant research findings to inform the practice of school counseling

Relation of Course to TSPC School Counselor Standards.

#	Text of Standard
A.1	Knows history, philosophy, and trends in school counseling and educational systems.
A.2	ethical and legal considerations related specifically to the practice of school counseling.
A.3	Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
A.4	Knows the professional organizations, preparation standards, and credentials relevant to the practice of school counseling.
A.5	Understands current models of school counseling programs (e.g., American School Counselor Association [ASC] National Model) and their integral relationship to the total educational program.
B.1	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
D.5	Demonstrates the ability to recognize his or her limitations as a school counselor and seek supervision or refer clients when appropriate.

J.1	Applies relevant research findings to inform the practice of school counseling.
N.1	Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

Course Calendar:

1. Week #1

- A. Reading Assignment:
 - a. OARs Ethical Educator (Link provided on Blackboard)
 - b. Erford, Ch. 3: *Transformational Thinking in Today's Schools*
 - c. Water the Bamboo: Ch. 1, 2, 3
 - d. Stone, Ch. 1: *Introduction to Legal and Ethical Issues*
- B. Assignment: Complete Discussion Board Assignment for Week #1.

Class: Saturday, June 28: 9:00-5:00 CCBI-Salem

1. Orientation
2. Three Principles and their application to your journey through the program
3. TSPC and TSPC Competencies
4. Transforming the School Counseling Profession
5. Ethical and Legal Issues in School Counseling
6. Wellness
7. Professional Identity Development as a Professional School Counselor

2. Week #2

- A. Reading Assignment:
 - a. Erford, Ch.1: *Becoming a Professional School Counselor: Current Perspectives, Historical Roots, and Future Challenges*
 - a. ASCA Ethical Standards – 2010 Rev. Download & Review. (Link provided on Blackboard)
 - b. Water the Bamboo: Ch. 4 & 5
- B. Assignment:
 - a. Complete Discussion Board Assignment for Week #2.
 - b. Complete quiz: *Historical Roots and Future Issues*

3. Week #3

- A. Reading Assignment:
 - a. Erford, Ch. 2: *The ASCA National Model*
 - b. Erford, Ch. 10: *Developmental Classroom Guidance*
 - c. *Oregon Comprehensive Framework for Counseling and Guidance*: Download and scan this document
 - d. Water the Bamboo: Ch. 6, 7, 8
- B. Assignment: Complete Discussion Board Assignment for Week #3.

4. Week #4

- A. Reading Assignment:
 - a. Erford, Ch. 7: *Ethical, Legal, and Professional Issues in School Counseling*
 - b. Stone, Ch. 2: *Professionalism*
 - c. Water the Bamboo: Ch. 9, 10, 11, 12
- B. Assignment:
 - a. Complete Discussion Board Assignment for Week #4.
 - b. Complete Quiz: *Ethical, Legal, and Professional Issues in School Counseling*

5. Week #5

- A. Reading Assignment:
 - a. Erford, Ch. 8: *Culturally Competent School Counselors: Affirming Diversity by Challenging Oppression*
 - b. Brookings Institute Report: Census Projects New “Majority Minority” Tipping Points
 - c. PewResearch Hispanic Center website
 - d. Stone, Ch. 14: *The Ethics of Advocacy*
 - e. Water the Bamboo: Ch. 13, 14, 15
- B. Assignment: Complete Discussion Board Assignment for Week #5.

6. Week #6

- A. Reading Assignment:
 - a. Erford, Ch. 9: *Leadership and Advocacy for Every Student’s Achievement & Opportunity*
 - b. Oregon Department of Education Graduation Statistics
 - c. *The Hispanic-White Achievement Gap in Oregon* –pdf.
 - d. Water the Bamboo: Ch. 16, 17, 18
- B. Assignment: Complete Discussion Board Assignment for Week #6.

7. Week #7

- A. Reading Assignment:
 - a. Erford, Ch. 13: *Counseling Individuals and Groups in School*
 - b. Stone, Ch. 8: *Individual and Group Counseling*
 - c. Lange, Ruth: *Compassion Fatigue* (posted on Weekly Schedule #7)
 - d. Water the Bamboo: Ch. 19, 20, 21, Harvest
- B. Assignment: Complete Discussion Board Assignment for Week #7.

Class: Saturday, August 9: 9:00-5:00 CCBI - Salem

1. Orientation
2. Three Principles and their application to your journey through the program
3. TSPC and TSPC Competencies
4. Transforming the School Counseling Profession
5. Ethical and Legal Issues in School Counseling
6. Wellness
7. Professional Identity Development as a Professional School Counselor

8. Week #8

A. Reading Assignment:

- a. Erford, Ch. 16: *The Professional School Counselor and Students with Disabilities*
- b. Article: *Professional School Counselor and Students with Disabilities: ASCA Position*
- c. Article: *Understanding the Concerns of Parents of Students with Disabilities: Challenges and Roles for School Counselors*

B. Assignment:

- a. Complete Discussion Board Assignment for Week #8 by Friday evening. No requirement to respond to cohort member's post.
- b. **Complete Final Assignment. Submit by Saturday evening 10:00 p.m., 8/17.**

TCE 541: The Counseling Profession Grades

Points Earned:

32	Class Attendance and Participation
32	Quiz - Week #2: History and Future
32	Quiz - Week #4: Legal and Ethical
80	Weekly Discussion Posts
70	Assignment
246	Total

Grade Earned:

A =	94-100%
B =	88-94%

If the grade earned is below an 88, you will receive an Incomplete with the opportunity to do additional or make-up work in order to earn a B grade.

Scoring Rubric #1: Class Participation, Group supervision, & Readings

Points Possible	Description	Points Received
0 points	<ul style="list-style-type: none"> -Does not ask questions or make comments that indicate familiarity with topics for class -Does not participate actively in small groups -Misses class often -Is often late or leaves early w/out due reason 	
1-4 points	<ul style="list-style-type: none"> -Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class -Does not actively participate in small groups -Misses no more than 1 classes w/o prior arrangement -Is occasionally late or leaves early w/out due reason 	
5-10 points	<ul style="list-style-type: none"> -Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class -Participates in small groups -Misses 1 class with prior arrangement -Is never late or leaves early w/out due reason -Demonstrates ability to apply basic concepts when providing feedback during supervision 	
11-16 points	<ul style="list-style-type: none"> -Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class -Participates actively in small groups in class, -Attends class regularly (no missed classes) -Demonstrates application of skills in Appendices and readings during group supervision 	

Total points: _____

Scoring Rubric #2: Blackboard Posts

Purpose: Blackboard activities are designed to increase self-awareness, demonstrate understanding and application of course readings, and to apply critical thinking skills

This Rubric will be used for each initial post

Points Possible	Description	Points Received
0 points	No post or late post—late posts will not be graded	
1-3 point	Post is completed on time but does not reflect knowledge of reading material; spelling or grammar errors are present	
4-6 points	Post is completed on time and demonstrates knowledge of reading material. Student does not demonstrate ability to apply knowledge to variety of situations	
7-8 points	Post is completed on time and demonstrates both knowledge and comprehension of reading and course material	

The following Rubric will be used for each threaded discussion response

Points Possible	Description	Points Received
0 points	No response or late response—late responses will not be graded	
1 point	Response is completed on time, but is only a reflection of initial post, “Great job, I like how you applied the concept of confidentiality.” Response contains spelling or grammar errors.	
2 points	Response is completed on time and takes discussion to a deeper level reflecting both knowledge and comprehension	

Assignment: Scoring Rubric

Points Possible	Description	Points Received
Below 60	Paper is returned. Student receives an incomplete and provided an opportunity to resubmit paper.	
60-65 points	Paper is written in APA format; demonstrates understanding of Professional School Counseling, Legal-Ethical Roles, Transformed School Counseling, and personal wellness and professional growth. Paper includes relationship of values, strengths, optimism, and resiliency in accomplishing one's Vision. Information is presented in organized format.	
66-70 points	Paper is written in APA format; demonstrates understanding of Professional School Counseling, Legal-Ethical Roles, Transformed School Counseling, and personal wellness and professional growth. Paper includes relationship of values, strengths, optimism, and resiliency in accomplishing one's Vision. Information is presented in organized format.	

Appendix A: Student Notices

Students with Disabilities Notice:

Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the first week of the term.

Confidentiality Notice:

As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken

if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Prior to the review of any audio/video tape, the student will provide a Consent Form for Taping outlining the purpose of the taping and written permission by the supervisee. Let your supervisee know who will be listening to the recordings of the sessions and the reasons for that. Be sure to respect confidentiality outside the session. Do not discuss supervisees in public places where your conversation could be overheard. Do not discuss your supervisees with persons outside the class such as spouses, family members, etc. Do not play your tape when audio privacy is not possible. A private earphone is recommended when listening to tapes, even at home where family members might overhear.

Electronic Device Notice:

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic toys that make noise.

Academic Dishonesty Policy:

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing “ghost-written” papers, and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, have the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

Class Visitor Policy

Due to the clinical nature of this class, visitors of any age are not allowed.

Relevant Mission Statements:

University:

Oregon State University aspires to stimulate a lasting attitude of inquiry, openness and social responsibility. To meet these aspirations, we are committed to providing excellent academic programs, educational experiences and creative scholarship.

School:

The mission of College of Education is to prepare, inspire and support teachers, counselors, educational leaders, researchers, and volunteers to promote lifelong learning in schools, colleges, universities, communities, and workplaces. Embracing an innovative spirit in teaching, research, service, and knowledge dissemination, we are committed to the values of diversity and social justice in a global society.

Department:

None.

Program Area:

The mission of the Oregon State University graduate program in Counseling is to prepare professional leaders who promote the social, psychological and physical well-being of

individuals, families, communities and organizations. We believe that such professional leaders stand for social, economic and political justice and therefore must be prepared to be proactive educators, change agents and advocates in the face of injustice. Professional leaders are sensitive to life span developmental issues, demonstrate multicultural awareness, and recognize a global perspective as integral to the preparation of professional leaders.