



Clinical Mental Health Counseling Program
Psychology Department
College of Natural Health & Sciences
University of Wisconsin-Parkside

CMHC 700: Professional Counseling Orientation and Ethics
Credits: 3

Course Description

This course provides an introduction and orientation to the counseling profession and the ethical and legal guidelines of the profession. The following topics will be included in the course subject matter: professional organizations, history of the counseling profession, development of the wellness model, legal and ethical issues, licensure and credentialing, models of self-care, crisis and emergency models in counseling, and additional “current issues” in the profession. Students will explore the role of advocacy and social justice in the counseling field and orientation to reflective counseling practice will occur.

Course Learning Objectives

Program Objective(s)	Key Performance Assessment Method (KPAM)	CACREP 2024 Core Content Area	Key Performance Indicator (KPI)
Graduates demonstrate a professional counselor identity and ethical, culturally competent, and trauma-informed practice.	Professional Development Plan	Professional Counseling	90% of students will receive a B or higher on the Professional Development Plan Assignment.

CACREP 2024 Standards – Section 2: Professional Counseling Identity

PROFESSIONAL COUNSELING ORIENTATION AND ETHICS

<u>Course Outcomes</u> <i>By the end of this course, students will be able to:</i>	<u>Course Topic</u>	<u>Assessment Method</u>
1 Describe the history and philosophy of the counseling profession and its specialized practice areas (3.A.1)	History and Philosophy of Counseling profession	Discussion Board
2 Understand the multiple professional roles and functions of counselors across specialized practice areas (3.A.2)	Foundations of Counseling	Professional Development Plan Counseling Specialty Presentation Midterm Exam
3 Define 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 (3.A.3)	Personal and Professional Counselor Identity Development	Professional Development Plan
4 Describe the role and process of the professional counselor advocating on behalf of the profession (3.A.5)	Specialty Topics	Counseling Specialty Presentation
5 Recognize 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 (3.A.4)	Trauma-Informed Care and Advocacy Ethics and Ethical Dilemmas	Discussion Board Ethics Case Study
6 Summarize professional counseling organizations, including membership		

benefits, activities, services to members, and current issues (3.A.6)	Professional Counseling Organizations	Professional Development Plan
7 Understand professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas (3.A.7)	Introduction to Ethics, Ethical Codes, Client Rights	Discussion Board Midterm Exam Final Exam
8 Summarize ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas (3.A.10)	Ethics and Ethical Dilemmas	Ethics Case Studies
Understand current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession (3.A.9)	Foundations of Counseling	Counseling Specialty Presentation
Describe 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 (3.A.8).	Foundations of Counseling	Discussion Board Final Exam
Utilize self-care, self-awareness, and self-evaluation strategies for ethical and effective practice (3.A.11)	Wellness and Self-Care Ethics and Ethical Dilemmas	Professional Development Plan
Understand the purpose of and roles within counseling supervision in the profession (3.A.12)	Applying Ethics and Professional Orientation and	Discussion Board Ethical Dilemma Presentation

	Counseling Supervision	Final Exam
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Required Course Materials:

- Nasser, S.C., & Niles, S.G. (2018) Orientation to professional counseling: Past, present, and future trends. American Counseling Association; Alexandria, VA.
- Herlihy, B.P. & Corey, G. (2015) ACA ethical standards casebook (7th eds.) American Counseling Association; Alexandria, VA.

Additional Required Readings and Videos (available in Canvas Modules)

Technology Requirements

To participate in course learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones and a microphone for participation in discussions and viewing recorded content (transcripts provided)
- Reliable internet access and a UWP email account
- An internet browser that is compatible with Canvas (Chrome, Firefox, Edge, and Safari are all compatible with Canvas)
- Recent copies of the following software: Microsoft Office
- Reliable data storage for your work, such as a USB drive or Office 365 OneDrive cloud storage

All UWP students have free access to Office 365, which includes Word, PowerPoint, Excel, and other software along with cloud storage via OneDrive. You can use the software online or download up to 5 copies onto your personal computers. Visit the Tech Bar for help installing this and other software, and remember that campus computer labs and the library provide computers and additional software for student use.

Course Assignments and Assessment

General Assignment Information

- All coursework should be submitted through Canvas and will be returned in the same way.
- All assignment due dates and exam dates are indicated on the Course Calendar.
- Detailed assignment descriptions and rubrics will be provided in Canvas.

Discussion Board

Most weeks you will be asked to respond to a prompt on the course discussion board in Canvas. Prompts will ask you to think critically about the chapter you read that week and the concepts & theories of development being covered. Contribute with one original post responding to the topic prompt. Please be respectful of one another, while also not being afraid to challenge each other. Your responses should mirror how you would engage one another in the classroom, including displaying your ability to understand the material and that you have thought critically about the readings. Initial post due Friday evenings at Midnight; replies due by Tuesdays at midnight.

Professional Identity Reflection

This paper may be written in the first person, and you are not required to include references. However, utilize your best writing skills to create a personal and professional paper about why you chose the counseling profession. If you choose to include references, you must adhere to APA style. 3 pages, double-spaced, Times New Roman, 12 pt font.

- What cultural identities, values, and experiences led you to consider a career in counseling?
- Why do you view counseling as an important field today?
- What are your thoughts about how people change?
- Why did you choose your program of study?
- What counseling settings and/or populations do you think you are interested in serving? Why
- What skills do you believe you already possess that will help you in this field? What skills do you hope to gain from this program?

Ethics Case Study and Decision Making

In pairs, you will discuss two ethical case studies and apply a decision-making model to the case studies. These discussions will prepare you for your ethical dilemma presentation and ensure that you are comprehending the decision-making model process.

Ethical Dilemma Presentation

Each student will complete a 15 minute presentation on an ethical dilemma related to one case brought before the Wisconsin DSPS (<https://license.wi.gov/s/public-facing-orders-search>), as provided by the instructor. Students will have an opportunity to view the meeting minutes, laws, and rules affecting regulation of licensees. For the presentation, students must do the following:

- Provide an overview of the case
- Which law(s) or rule(s) was/were violated?
- Which ethical standards (ACA, AMHCA, AAMFT, or NASW) were possibly violated? Although specific details on the cases are provided for some and not others, enough information is presented to draw a hypothesis on the ethical standard that was possibly violated.
- Present and discuss possible ethical dilemmas that may have occurred and apply a decision-making model.
- Provide personal reaction to the cases.

Professional Developmental Plan

The purpose of this assignment is for you to create a professional development plan from which you can gain guidance throughout your counseling graduate program. You will find yourself referencing back to this paper as you progress through this program and it will be a tool in helping you choose which path to follow. 4 pages, double-spaced, Times New Roman, 12 pt font. Address the following:

- Community Mental Health Engagement
- Department Engagement
- National Engagement
- Social Justice/Advocacy
- Areas of Growth Exploration
- Self-Care

Counseling Specialty Presentation

In small groups, you will create a 30 minute presentation covering one counseling specialty. You will sign up for a group based on your interest in subspecialties during our first class meeting. This will primarily be a summary of the chapter and an overview of the current issues of the subspecialty in Wisconsin. Specific directions are provided in canvas.

- Key historical events and evolution
- Current and emerging challenges
- Important career and educational preparation
- Professional skills and knowledge
- A related professional association (annotated in 1 -2 sentences & URL included)
- A recent professional development opportunity

Final Exam

The final will be questions that are primarily from your texts and the code of ethics and the principles that guide our profession. The final is open-book and timed (3 hours). In addition, the final will also be completed individually without consultation with your peers.

Course Participation

You are expected to actively engage in the online course. Your participation should contribute meaningfully to the learning experience for both yourself and your peers. This includes completing assigned readings, contributing to discussion boards or other interactive activities, asking thoughtful questions, sharing insights, and responding to your classmates' posts. Please refer to the Participation Rubric in Canvas for more details on how participation will be assessed.

Assignment	Points
Discussion Board	33
Professional Identity Reflection	30
Ethics Case Study and Decision-Making Model (2)	30
Ethical Dilemma Presentation	30
Professional Development Plan	45
Counseling Specialty Presentation	55
Final Exam	60
Course Participation	17
TOTAL	300

Final Grade Scale

Letter Grade	Percentage	Points (300 total)
A	94-100	280-300
A-	90-93	268-279
B+	87-89	259-267
B	84-86	250-258
B -	80-83	238-249

C+	77-79	229-237
C	74-76	220-228
C -	70-73	208-219
D+	67-69	199-207
D	64-66	190-198
D -	60-63	178-189
F	< 60	Below 178

Incompletes: If you are in good class standing, but due to an end of the course emergency find that you are unable to complete the final course requirements, you may be eligible to request an incomplete grade. For additional information, please refer to UWP's catalog [policies](#) section. If you believe your situation makes you eligible for an incomplete and would like to learn more, please contact me and I'll be happy to discuss it with you.

Course Policies

Inclusivity, Respect, and Ability/Disability Expectations

UW-Parkside is committed to fostering and maintaining a safe, inclusive learning and working environment for all students, faculty, and staff. Because we value our diverse campus community, all forms of discrimination and harassment are prohibited at our institution. If you have experienced or witnessed such behavior, you may contact your instructor, the [Dean of Students](#) at 262-595-2598, or the [Office of Equity, Diversity, and Inclusion](#) at 262-595-2090 to file a complaint.

UW-Parkside seeks to uphold standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Gender-based discrimination, pregnancy discrimination, relationship violence, and sexual misconduct, which includes harassment, assault, exploitation, and stalking, violate the university's core values and policies and may also violate state and federal law. University faculty and staff are considered "Mandated Reporters" and must report incidents of sexual misconduct and relationship violence for the safety of the individuals involved and the wider community. If you or someone you know has been impacted by sexual misconduct, relationship violence, gender-based discrimination, or needs support as a pregnant student, please visit the [Title IX Office](#) for a variety of [resources](#), support, and reporting options, which includes options for confidentiality and anonymity.

UW-Parkside recognizes that all persons, regardless of ability, are an integral part of our community and is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your

concerns with me. If you have a disability, or think you may have a disability, you are also welcome to meet with the [Student Accessibility Services](#) office. The SAS office works with students with disabilities and instructors to identify reasonable accommodations and remove barriers. You can find the SAS office [online](#), visit them in Wyllie D1, or contact them at sas@uwp.edu or 262-595-2372.

Academic Integrity

When grading I look for growth and individual progress, not perfection. Please familiarize yourself with UW-Parkside's [academic misconduct policy](#) to better understand what constitutes cheating and the possible penalties involved. Student work is to be performed honestly and without unauthorized assistance. All assignments for this course are to be original works. Academic dishonesty (cheating, plagiarism, fabrication, etc.) can result in a grade of F for the course; and be reported to the university for appropriate disciplinary action. Each assignment will make clear what is permitted, including the possible use of AI software like ChatGPT. In addition, the professional dispositions policy addresses academic honesty and professional behavior in the classroom. Students should consult with the instructor if they need clarification. If your academic life is becoming difficult and you are tempted to plagiarize to save time or get a good grade, please talk to me instead. I understand that sometimes things go off the rails and I would rather grant you an extension than send you to the Dean of Students' office for plagiarism. [Student Academic Misconduct Policy Student Handbook](#)

What are the penalties for Academic Integrity violations? Depending on the severity of the misconduct, penalties can include repeating the assignment, a lower or failing grade on the assignment or in the course, a notation indicating an academic integrity infraction in your academic record, or probation or suspension from the university. These are serious consequences and I want to help you avoid incurring them. Yes, we take this very seriously.

Academic Calendar

Please refer to the Registrar's [webpage](#) for the details of the Academic Calendar, especially important deadlines for dropping a course, withdrawing, university breaks, and other key dates and deadlines.

Class Conduct

In order to learn, we must be open to the views of people different from ourselves. In this time we share together over the semester, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another. Please respect each others' opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class.

Professionalism and Dispositions

The CMHC program maintains expectations for professional behavior and dispositions throughout all coursework and clinical practice. This policy includes the attendance and engagement in the classroom

environment and the ability to uphold the American Counseling Association Code of Ethics (2014). Please see the CMHC Handbook for more detail.

Students will be evaluated throughout the CMHC program based upon these general dispositions through formal (e.g. dispositional evaluation) and informal methods (e.g. individual faculty meetings, private discussions after class). The dispositions assessed include:

Professional behavior and ethics

Expectation for students to demonstrate professional, ethical, and legal behavior. Recognizing and fulfilling professional responsibilities and demonstrating thoughtful and effective communication.

Professional identity

CMHC 702 4 Expectation for students to demonstrate openness, initiative, and motivation in their role as counselor-in-training. Commitment to working collaboratively with peers and colleagues and respecting cultural contexts in response to peers and the classroom

Self-Awareness and Growth

Expectation for students to demonstrate reflection towards their own progress, identify their strengths and weaknesses, and act meaningfully on feedback. Demonstrates and ability to maintain emotional stability and self-control and personal wellness. Dispositional selfevaluations are completed at program orientation and prior to practicum enrollment. In addition, self-evaluation of dispositions is completed through the practicum and internship coursework.

Formal program evaluation of dispositions are completed by the faculty in student progress reviews. These reviews occur after completion of the first semester of coursework (e.g., 9 credits) and prior to the clinical orientation in preparation for practicum. Dispositional review can be utilized by the faculty at any point over the program should the student be demonstrating behavior that does not uphold professional dispositions outlined in this document. Program faculty will meet individually with each student to provide an overview of the student progress review including feedback from dispositions evaluation.

Reflective practice

As a counselor-in-training, it is expected that you actively engage in critical self-reflection as a means to understand your own values, assumptions, and bias. Reflection is vital for your development as a professional counselor. Please see student handbook for more information on expectations for reflective practice.

Discussions are a large component of many of the courses. Students are not expected to self-disclose beyond their comfort and are encouraged to reflect on the relevance and purpose of the self-disclosure. As students and instructor may share personal information, confidentiality is highly valued, though

cannot be guaranteed among students. Please be respectful of each other's choice to discuss personal information as it relates to course content.

Course Content

The texts (books, articles, videos, and images) used in this class will cover a variety of topics from a wide range of viewpoints in order to enhance the process and experience of learning. Course materials are selected for their historical and/or cultural relevance, or as an example of stylistic and/or rhetorical strategies and techniques. They are meant to be examined in the context of open-minded, intellectual inquiry of the sort encountered at the university level.

Course Expectations

- This is an online course, you are expected to be responsible for your task and time management. Develop a plan for when you will do readings, discussions and assignments.
- All students are expected to complete the assigned readings prior to completing assessments.
- Participation in online activities, exercises, and discussions helps contribute to a classroom environment in which each member actively engages with the community. Each instructor utilizes their own grading policy regarding participation and attendance points.
- Completion of assigned reading and discussion - I am mindful of the amount of coursework you have this semester, and that many of you have additional responsibilities that require your time. That being said, there is a significant amount of reading that must be completed during this course. If you do not complete the reading, you will struggle with the concepts we focus on.
- Willingness to reach out to me and ask questions and offer feedback. I have created this class structure in a manner that I hope is interactive, experiential, and engaging. Yet – this is your class. You can reach out to me in class or via email, come to office hours, or set up appointments. Please engage actively in the class and consider how you can integrate this experience moving forward in your career.
- What You Can Expect From Me
 - My goal is to provide feedback on a consistent basis, weekly, for assignments, homework discussions, etc.
 - Regular communication regarding changes or updates in the course I will post my announcements on the main announcements page. Please make sure that your notifications settings allow for this information to be delivered to your email.
 - Openness to feedback, I encourage you to provide feedback directly to me about the course, the assignments, grading policies, and your overall experience in the course.
 - Clear grading policies, I utilize a rubric for most assignments and offer feedback when needed in addition to the rubric components. If you have questions about the rubrics or what is expected of an assignment, please reach out to me. I do not typically review drafts for papers.

Students' Rights and Responsibilities

Academic freedom is a cornerstone of higher education and applies to students as well as instructors. Within the scope and content of the course as defined by the instructor, it includes the freedom to

discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

If you have any concerns about the class or course grading, please talk with me first. Occasionally, a student will encounter a concern/problem on campus that they do not know how to resolve. Student complaint procedures (informal and formal) have been developed and posted on the [Dean of Students](#) webpage to guide the student through the process in an effort to resolve the issue as quickly and fairly as possible. The Student Complaint policy can be viewed here: <https://www.uwp.edu/explore/offices/governance/policy51.cfm>

Student Support Resources

Student Health and Wellbeing

Being a student can be stressful, particularly given the current state of the world. Mental health issues, including significant stress, mood changes, excessive worry, or problems eating or sleeping can interfere with reaching your academic goals. If you think that some of your symptoms might be related to your coursework in this class, please contact me. However, these symptoms can also be the consequence of personal struggle, loss, or crisis, which can also affect your well-being in the classroom. UW-Parkside provides counseling resources to support students, faculty, and staff. Some of your options include approaching the Student Health and Counseling Center, Academic Advisors and Success Coaches, the Dean of Students office, and the Title IX office. You can contact the Counseling Center at 262-595-2366 during business hours or contact these [partners](#) for urgent after hours needs. Additionally, students can schedule [free telecounseling appointments](#) at any time with our Mantra Health counseling partners.

The [Student Health and Counseling Center](#) is open to all enrolled students and provides low- or no-cost basic medical assistance and mental health support services. All appointments with the health professionals are conducted via a private and confidential sessions. When acute medical or psychiatric care is needed, a referral will be made. Book an [appointment](#) online or call 262-595-2366.

Basic Needs Security

We learn as whole people. To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough [food](#) to eat. If you're having trouble with any of those things, please talk with me or with the Dean of Students. Together we can work to make sure those needs are met. It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and [nutrition](#). If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, I urge you to contact the Dean of Students and/or me. We are here to help.

Land Acknowledgement

We the Community of the University of Wisconsin-Parkside acknowledge with gratitude and humility the First Nations People of Wisconsin, whose original homelands lie within the state. We especially wish to recognize the Ho-Chunk, Miami, and Potawatomi Nations for their significant historical and spiritual connections with the Parkside area. Our footsteps do not replace theirs, but rest alongside them.