



Professional Orientation and Ethics
Gordon T. & Ellen West College of Education and Professional Studies
COUN 5103
Fall 2024

Contact Information

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Instructor Response Policy

During the week I will respond within 24 hours. Response times on holidays and weekends may be delayed. Please try to ask your questions before the weekend.

***Important! This course's weeks start on Saturday and ends on Friday. Please plan accordingly.**

Textbook & Instructional Materials

Neukrug, E. (2022). *A brief orientation to counseling: / professional identity, history, and standards*. Cognella, Inc.

Course Description

Career counseling is the most requested counseling service. Within the schools, one of the primary functions of counselors is to facilitate the career development of students. Clients at agencies and private practices present with career concerns which are intertwined with personal issues. Knowledge of career theories and techniques is required by licensing and certification standards.

Prerequisites: COUN 5103 and admission to the counseling program or permission of the counseling program coordinator. Theories of career development, techniques of life-career planning, analysis of career, and educational trends.

Course Objectives/Learning Outcomes/Course Competencies

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

CACREP Common Core Area Standards Addressed in this Course:

Section 2: 1.a. history and philosophy of the counseling profession and its specialty areas

Section 2: 1.d. the role and process of the professional counselor advocating on behalf of the profession

Section 2: 1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

Section 2: 1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues

Section 2: 1.k. strategies for personal and professional self-evaluation and implications for practice KPI

Section 5C: 1.a. history and development of clinical mental health counseling

Section 5C: 2.i. legislation and government policy relevant to clinical mental health counseling

Section 5C: 2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling

Section 5C: 2.m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

Section 5C: 3.e. strategies to advocate for persons with mental health issues

Learning Objectives

- 1.** Students can articulate and apply career counseling theories.
- 2.** Student can introduce and utilize career instruments to identify interests, values, life roles and describe personality style.
- 3.** Students understand and adapt counseling to cross cultural differences and disabilities.
- 4.** Students can create and deliver appropriate career education programs based on developmental needs.
- 5.** Students integrate information in counseling including market information, occupational information and technology.
- 6.** Students adhere to ethical standards to career counseling.

See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Grading/Assessment

****ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

Online Assignments and Comments: (20 pts.) Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. Discussion boards close on Sundays for this course. Please mind the due dates, there is NO late work for discussion board posts. Follow directions to get full points each week. Late work will not be accepted. (See Appendix A) 2.1a, 2.1d, 2.1e, 2.1f, 2.1k, 5C.1a, 5C.2i, 5C.2k, 5C.2m, and 5C.3e.

Advocacy and Ethics Letter: (20 pts.) Please turn into D2L. Students must email or mail their letters; student must provide verification that they mailed or emailed in their letters. As counselors and agents of social change, we impact the community and the profession in a variety of ways. Our voices and knowledge create change for our profession and for our clients. Two avenues to effect such change include contacting legislative bodies that create laws that affect our profession and clients and/or researching human services for our clients and ourselves. Both opportunities involve education and advocacy. Students write a letter or email related to legislative action. You will need to explore the American Counseling Association (ACA) and/or your state counseling association websites to become aware of the need for various legislative actions. Examples include legislative actions that provide reimbursement for counselors' services, creating a national counseling compact, Medicare to allow Licensed Professional Counselors (LPCs) to bill, Medicaid to allow Licensed Professional Counselor Associates to bill, private insurance companies to pay Licensed Professional Counselor Associates to get paid for their billed services, and legislature that addresses the massive gap of rural mental health services nationwide. Students must use resources to back up their choice of legislative actions to use for their letter. To create a thoughtful and well-informed letter/email, you will need to engage in your own research on the subject and include that information in your letter/email with correct referencing of resources. Students must cite at least two professional peer-reviewed references of research in the body of your letter, the ACA Ethical Standards, and include a reference page. You may not use a standard letter that an organization has prepared. This letter/email must be in

your own words. In your letter be sure to address the importance of advocacy on the graduate student level, how you plan to be an advocate during your time as a student, and your role as an advocate once you graduate.

<https://www.counseling.org/government-affairs/federal-issues>

<https://www.counseling.org/government-affairs/state-issues>

<https://www.counseling.org/government-affairs/public-policy>

(See Appendix B) 1i KPI, and 5b. 2.1d, 2.1e, 5C.2i, and 5C.3e.

Professional Organization Paper: (28 pts.) Please turn into D2L and the TK20 link. Students will prepare paper and on a topic regarding professional organization. Organizations include: ACA (American Counseling Association) & TCA (Texas Counseling Association); AAMFT (American Association for Marriage and Family Therapy); ACES (Association for Counselor Education and Supervision); SACES (Southern Association for Counselor Education and Supervision); CACREP (Council for Accreditation of Counseling & Related Educational Programs); NBCC (National Board for Certified Counselors); AMCD (Association for Multicultural Counseling and Development); ASGW (Association for Specialists in Group Work); CSI (Chi Sigma Iota); and AHEAD (Association on Higher Education and Disability), or any other professional counseling organization. Papers should focus on the history, purpose or mission statement, benefits, eligibility requirements, costs, applications, activities, links, uniqueness, and how that organization advocates for individuals struggling with mental health issues. Please include references in your paper. (See Appendix C) KPI: 2.1d, 2.1f, 5C.2k, 5C.2m, and 5C.3e.

Professional Development Paper: (12 pts.) Please turn into D2L and the TK20 link. Students will write a professional development paper. This paper should include information on the history of counseling and how the profession came into existence. The paper should also include a reflection on and integration of what you have learned about yourself as a person, student, and future counselor, about the clinical mental health field in general, the role of advocacy in the counseling profession, and about your future plans i.e., what you plan on doing with your degree after graduation. This professional development paper should also include what you think the "best" and "worst" parts of being a counselor will be. Papers must be written in APA 7 formatting. Papers must be at least 5-6 pages in length not counting your reference page. Students must use at least three references, your textbook counts as one source. All other sources should be academic articles and textbooks, not websites. (See Appendix D) KPI: 2.1a, 2.1d, 2.1k, 5C.1a, and 5C.3e.

Final Exam: (20 pts.) There will be a final exam testing over the topics covered within chapters one through 10. Students will be able to take the exam twice, with the highest grade being kept. (See Appendix E) 2.1a, 2.1d, 2.1e, 2.1f, 2.1k, 5C.1a, 5C.2i, 5C.2k, 5C.2m, and 5C.3e.

Table 1: Points allocated to each assignment.

| Assignment | Points |
|---|---------------|
| Online Assignments and Comments | 20 |
| Advocacy Letter (D2L) | 20 |
| Professional Organization Paper (D2L and TK20 Link) | 28 |
| Professional Development Paper (D2L and TK20 Link) | 12 |
| Final Exam (D2L) | 20 |
| Total Points | 100 |
| | |

Table 2: Total points for final grade.

| Grade | Points |
|-------|--------------|
| A | 90-100 |
| B | 80-89 |
| C | 70- 79 |
| D | 60- 69 |
| F | Less than 59 |

Extra Credit

There is no extra credit offered in this course.

Late Work

Late work will be accept with prior approval from course instructor with -2pts deducted per day until submitted.

Make Up Work/Tests

Make up work/tests will be allowed at instructors discretion with late points deducted if accepted.

Important Dates

Last day for term schedule changes: **December 6, 2024.**

Deadline to file for graduation: **October 4, 2024.**

Last Day to drop with a grade of "W:" **November 25, 2024.**

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general

course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still

requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

V. SEMESTER COURSE OUTLINE

| Class Dates | Class Topics | Assignments/Reading |
|---|---|--|
| Week 1: Saturday, October 19, 2024 – Friday, October 25, 2024 Discussion Board Post and Reply due Friday | <ul style="list-style-type: none">• Syllabus Review• Chapters 1 - 3 | <ul style="list-style-type: none">• Read Chapters One – Three pages 1-44• Discussion Board Due Fridays. |
| Week 2: Saturday, October 26, 2024 – Friday, November 1, 2024 | <ul style="list-style-type: none">• Chapters 4 – 6 | <ul style="list-style-type: none">• Read Chapters Four – Six pages 45-94• Discussion Board, Post and Comment Due Fridays. |
| Week 3: Saturday, November 2, 2024 – Friday, November 8, 2024 KPI: 2.1d, 2.1f, 5C.2k, 5C.2m, and 5C.3e. | <ul style="list-style-type: none">• Professional Organization Paper Appendix C• Turn into D2L and Tk20 Link before 11:59 pm central on Friday. | <ul style="list-style-type: none">• Discussion Board, Post and Comment• Professional Organization Paper Appendix C and turn into D2L and the Tk20 link by 11:59 pm central on Friday. |

| Class Dates | Class Topics | Assignments/Reading |
|--|--|---|
| <p>Week 4: Saturday, November 9, 2024 – Friday, November 15, 2024</p> | <ul style="list-style-type: none"> • Chapters 7 – 9 • Turn in Advocacy and Ethics Letter and Submission Verification Appendix B and turn into D2L by 11:59 pm central on Friday. | <ul style="list-style-type: none"> • Discussion Board, Post and Comment • Chapters Seven – Nine pages 95-142 • Advocacy and Ethics Letter and Submission Verification Appendix B and turn into D2L by 11:59 pm central on Friday. |
| <p>Week 5: Saturday, November 16, 2024 – Friday, November 22, 2024</p> <p>2.1d, 2.1e, 5C.2i, and 5C.3e.</p> | | <ul style="list-style-type: none"> • Discussion Board, Post and Comment |
| <p>Week 6: Saturday, November 23, 2024 – Friday, November 29, 2024</p> <p>KPI: 2.1a, 2.1d, 2.1k, 5C.1a, and 5C.3e.</p> | <ul style="list-style-type: none"> • Chapter 10 • Professional Development Paper Appendix D • Turn into D2L and the Tk20 Link before 11:59 pm central on Friday. | <ul style="list-style-type: none"> • Discussion Board, Post and Comment • Read Chapters 10 – Afterward pages 143-183 • Do Discussion Board, Post and Comment • Professional Development Paper and Turn into D2L and the Tk20 link by Friday. |
| <p>Week 7: Saturday, November 30, 2024 – Friday, December 6, 2024</p> | <ul style="list-style-type: none"> • Final Exam Appendix E Chapters 1 - 10 on D2L before | <ul style="list-style-type: none"> • Discussion Board, Post and Comment • Complete Final Exam Appendix E on D2L covering Chapters 1 - |

| Class Dates | Class Topics | Assignments/Reading |
|---|--|--|
| 2.1a, 2.1d, 2.1e, 2.1f, 2.1k, 5C.1a, 5C.2i, 5C.2k, 5C.2m, and 5C.3e. | 11:59 pm central on Friday. <ul style="list-style-type: none"> Review Readings | 10 on D2L before 11:59 pm central on Friday. |
| Week 8: Saturday, December 7, 2024 – *Friday, December 13, 2024 | Discussion Board Due | <ul style="list-style-type: none"> Review Readings Discussion Board Due |

References/Scientifically-Based Research/Additional Readings:

American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed. TR)*. Author.

American Psychological Association. (2020). *2020 APA Publication Manual*. Retrieved from <https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP Standards*. Retrieved from <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center for Biotechnology Information*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/>

WEBSITES:

Academia (n.d.) Retrieved from <https://academia.edu/>

American Counseling Association (n.d.) Retrieved from <https://www.counseling.org/>

American Psychological Association (n.d.). Retrieved from <https://www.apa.org>

Appendix A: Standards/Competencie

| Course Objectives or Student Learning Outcomes | Standard or Competency |
|--|--|
| CACREP Standards | 2.1a, 2.1d, 2.1e, 2.1f, 2.1k, 5C.1a, 5C.2i, 5C.2k, 5C.2m, and 5C.3e. |
| | |
| | |

Appendix B:

1. Online Assignments and Comments (20 pts.)

CACREP Standards:

2.1a, 2.1d, 2.1e, 2.1f, 2.1k, 5C.1a, 5C.2i, 5C.2k, 5C.2m, and 5C.3e.

Students will receive participation points each week that goes into their final grade.

Rubric of Online Assignments and Comments (Possible 20 Pts.)

| <i>Points Earned</i> | <i>Week</i> | <i>Comments</i> |
|-----------------------------|-------------------------|------------------------|
| _____ | Week 1 (2.5 pts) | |
| _____ | Week 2 (2.5 pts) | |
| _____ | Week 3 (2.5 pts) | |
| _____ | Week 4 (2.5 pts) | |
| _____ | Week 5 (2.5 pts) | |
| _____ | Week 6 (2.5 pts) | |
| _____ | Week 7 (2.5 pts) | |
| _____ | Week 8 (2.5 pts) | |

Total Points Earned _____ / 20 pts

Appendix B

Advocacy and Ethics Letter: (32 pts.) Please into D2L. Make sure you turn in confirmation of letter being mailed or emailed.

Please use template on D2L.

CACREP Standards:

1i KPI, and 5b 2.1d, 2.1e, 5C.2i, and 5C.3e.

See the grading rubric below.

| Criterion | Improvement Needed (1) | Developing (2) | Proficient (3) | Accomplished (4) | Points |
|---|--|--|--|---|---------------|
| Introduction of Self, and Legislative Issue. | <p>Student did 1 out of 4 of the following:</p> <ul style="list-style-type: none"> • Introduced themselves. • Detailed their student status. • Discussed the course and assignment. • Addressed their concern. • Disclosed what else will be covered in the letter. | <p>Student did 2 out of 4 of the following:</p> <ul style="list-style-type: none"> • Introduced themselves. • Detailed their student status. • Discussed the course and assignment. • Addressed their concern. • Disclosed what else will be covered in the letter. | <p>Student did 3 out of 4 of the following:</p> <ul style="list-style-type: none"> • Introduced themselves. • Detailed their student status. • Discussed the course and assignment. • Addressed their concern. • Disclosed what else will be covered in the letter. | <p>Student did ALL of the following:</p> <ul style="list-style-type: none"> • Introduced themselves. • Detailed their student status. • Discussed the course and assignment. • Addressed their concern. • Disclosed what else will be covered in the letter. | |

| | | | | | |
|--|--|---|---|---|--|
| Legislative Action Identified in letter | Student did not complete this section. | Student includes brief or vague information on legislative issue and identified action of advocacy. | Student included explicit, detailed, and sequential information on an identified legislative issue, and action of advocacy the student is requesting. However, the student did not write at least five sentences. | In at least five sentences, student included explicit, detailed, and sequential information on an identified legislative issue, and action of advocacy the student is requesting. | |
|--|--|---|---|---|--|

| | | | | | |
|--|---|---|--|--|--|
| <p>Supporting Rationale for Request</p> | <p>Student did not complete this section.</p> | <p>Student includes brief or vague information on rationale for their request.</p> <p>However, the student did not write at least five sentences, and did not use two or more academic resources.</p> | <p>Student included explicit, detailed, and sequential information on the rationale for their request.</p> <p>However, the student either did not write at least five sentences, OR the student did not use two or more academic resources to support their rationale. These resources were listed as references at the end of their letter, as well as had correlating in-text citations.</p> | <p>In at least five sentences, student included explicit, detailed, and sequential information on the rationale for their request. Student used two or more academic resources to support their rationale. These resources were listed as references at the end of their letter, as well as had correlating in-text citations.</p> | |
|--|---|---|--|--|--|

| | | | | | |
|---|--|--|--|--|--|
| Role of Advocacy | Student did not complete this section. | Student includes brief or vague information on the importance of advocacy and their personal role in it. | Student included explicit, detailed, and sequential information on the importance of advocacy and their personal role in it. Student discussed self-reflections, alignment between self and counseling field, importance of learning and growing, and future advocacy. However, student did not write at least five sentences. | In at least five sentences, student included explicit, detailed, and sequential information on the importance of advocacy and their personal role in it. Student discussed self-reflections, alignment between self and counseling field, importance of learning and growing, and future advocacy. | |
| Application of ACA Ethical Standards to Advocacy Topic | Student did not complete this section | Student includes brief or vague information related to the ACA Ethical standard's role in the specific advocacy topic. | Student mostly includes information related to the ACA Ethical standard's role in the specific advocacy topic. | Student included detailed and well conceptualized information on the ACA Ethical standard's role in the specific advocacy topic. | |

| | | | | | |
|---|--|---|---|--|--|
| Thank You and Mail or Email Confirmation | Student did not complete a thank you closing statement. Student did not send Mail or Email Confirmation when turning in their Advocacy Letter. | Student either wrote a vague thank you closing statement OR turned in a Mail or Email Confirmation when turning in their Advocacy Letter but did NOT do both. | Student wrote a vague thank you closing statement. Student also turned in a Mail or Email Confirmation when turning in their Advocacy Letter. | Student wrote a well written thank you closing statement. Student also turned in a Mail or Email Confirmation when turning in their Advocacy Letter. | |
| Total Points 32 | | | | | |

Appendix C

Professional Organization Paper: (28 pts.) Please turn into D2L and the TK20 link.

Please use template on D2L.

CACREP Standards:

KPI: 2.1d, 2.1f, 5C.2k, 5C.2m, and 5C.3e.

See the grading rubric below.

Grading Rubric for Professional Organization Paper (Possible 28 Pts.)

| Criterion | Improvement Needed (1) | Developing (2) | Proficient (3) | Accomplished (4) | Points |
|---------------------|-------------------------------|------------------------|-------------------------------------|--------------------------------------|---------------|
| History and Mission | The mission statement | Organization's mission | Organization's mission statement is | Organization's mission statement and | |

| Criterion | Improvement Needed (1) | Developing (2) | Proficient (3) | Accomplished (4) | Points |
|-----------------------|---|---|--|---|---------------|
| | is not included or incorrect. Or the history of the organization is not addressed. | statement is included. The history of the organization needs elaboration. | clearly stated. A brief history is included. | purpose are clearly stated. A comprehensive history is included. | |
| Benefits | Identification of member benefits is missing. or Explanations of the member benefits are missing. | Member benefits are identified. Explanations of the benefits are vague or need elaboration. | A list including a variety of benefits to the members is included. Some explanations of the benefits are provided. | A detailed list including a variety of benefits to the members is included. Detailed explanations of the benefits are provided, including personal insights on why the benefits would be important to counselors. | |
| Eligibility and Costs | Eligibility requirements or membership costs are missing. | Eligibility requirements or membership costs need elaboration. | Eligibility requirements and membership costs are clearly stated. | Eligibility requirements and membership costs are clearly stated. Additional details are provided. Some cost/benefit analyses are provided. | |
| Application and Links | Application procedures or links are | Some application procedures are | All application procedures are included. | Detailed application procedures are included. | |

| Criterion | Improvement Needed (1) | Developing (2) | Proficient (3) | Accomplished (4) | Points |
|------------------|---|---|--|--|---------------|
| | not included. | included. Some procedures are vague or inaccurate. Appropriate links are provided. | A link to the application or application information is provided. | Appropriate links are provided and accompanied by detailed explanations. | |
| Activities | Activities provided by the organization are missing or incomplete. Explanations of the activities are vague or missing. | One or more activities provided by the organization are identified and listed. Additional details are needed in the activity explanations. | A variety of activities provided by the organization are presented with general explanations. | A variety of activities provided by the organization are presented with detailed explanations. | |
| Uniqueness | The discussion of the uniqueness of the organization is missing or is inaccurate. | Discussion of the unique nature of the organization is general, vague, or needs elaboration. The discussion does not demonstrate an in-depth understanding of the | A discussion of the unique aspects of the organization is included. The unique elements are clearly stated, and some details are provided. A comparison of the organization within the | Discussion of the unique nature of the organization is well-articulated, compelling, and persuasive. Discussion demonstrates a strong understanding of the organization. An insightful comparison of the organization and how it | |

| Criterion | Improvement Needed (1) | Developing (2) | Proficient (3) | Accomplished (4) | Points |
|------------------------|---|--|---|---|---------------|
| | | organization within the counseling field. Rationale for the uniqueness is unsupported. | counseling field and rationale for uniqueness are included. | strengthens the counseling profession is included. Rationale is supported by professional sources. | |
| References | Reference listing is missing, incomplete, or do not follow APA format guidelines. | At least one reference is provided to support the ideas in the paper. or Reference(s) are not appropriate for academic assignments or are not relevant. Or Reference(s) have multiple APA formatting errors. | At least one reference is provided to support the ideas in the paper. References have minor APA formatting errors. Reference is appropriate and relevant. | Two or more references are provided to support the ideas in the paper. References are in correct APA format. References are appropriate and relevant. | |
| Total Points 28 | | | | | |

Appendix D

Professional Development Paper (12 pts.) Please turn into D2L and the TK20 link.

Please use template on D2L.

CACREP Standards

KPI: 2.1a, 2.1d, 2.1k, 5C.1a, and 5C.3e.

See the grading rubric below.

Grading Rubric for Professional Development Paper (Possible 12 Pts.)

| Criterion | Improvement Needed (1) | Developing (2) | Proficient (3) | Accomplished (4) | Pts |
|-----------------------|---|---|--|--|------------|
| History of Counseling | A discussion of the history of the counseling profession and/or the clinical mental health specialization is missing or inaccurate. | Includes brief or vague information on the history of the counseling profession and/or the clinical mental health specialization. History discussion needs elaboration. | Includes general information on the history of both the counseling profession and the clinical mental health specialization. | Includes explicit, detailed, and sequential information on the history of the counseling profession and the clinical mental health specialization. | |

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|------------|--|--|--|---|--|
| Reflection | <p>One or more of the following elements are missing: self-reflection on roles, key learning, plans for advocating for the counseling field, or future work in the counseling field.</p> | <p>Includes self-reflections on your role as a person, student, or future counselor.</p> <p>Lists one or more key learnings related to the counseling field.</p> <p>Strategies or plans for advocating for the counseling field are vague and need elaboration.</p> <p>Plans for future work in the counseling field are vague and need elaboration.</p> | <p>Includes self-reflections on your role as a person, student, and future counselor.</p> <p>Identifies key learning related to the counseling field.</p> <p>Provides general strategies for advocating on behalf of the counseling field.</p> <p>Includes general plans for future work in the field.</p> | <p>Includes insightful self-reflections on your role as a person, student, and future counselor. Alignment between self and the counseling field are explicit and supported by clear rationale.</p> <p>Identifies key learning related to the counseling field.</p> <p>Presents specific and detailed strategies for advocating on behalf of the counseling field.</p> <p>Includes detailed plans for future work in the field.</p> | |
|------------|--|--|--|---|--|

| | | | | | |
|-----------------------------------|---|---|---|---|--|
| APA Format and Mechanics | <p>Paper is less than 3 pages.</p> <p>Assignment has significant errors.</p> <p>References are missing.</p> <p>Book is not used to support the ideas in the paper.</p> <p>Citations are missing to identify ideas from outside sources in the body of the text.</p> | <p>Paper is less than 3 pages.</p> <p>Less than three references are listed and have multiple APA formatting errors.</p> <p>One source is used to support the ideas in the paper.</p> <p>Citations are inconsistently used throughout the paper and have APA formatting errors.</p> | <p>Paper is 3-4 pages.</p> <p>Three references are listed with only minor APA formatting errors.</p> <p>One book is used to support the ideas in the paper.</p> <p>Citations are included to identify ideas from outside sources in the body of the text.</p> | <p>Paper is 5-6 pages.</p> <p>Three or more reference listings are included and follow APA format guidelines.</p> <p>Multiple books are used to support the ideas in the paper.</p> <p>Citations are included to identify ideas from outside sources in the body of the text and are correctly formatted.</p> | |
| Total Points 12 | | | | | |

Appendix E

Final Exam (20 Pts.): Your final exam will cover all 10 chapters of your textbook. This exam will feature true/false, and multiple-choice questions. You will have two attempts, and your highest grade will be kept.

CACREP Standards:

2.1a, 2.1d, 2.1e, 2.1f, 2.1k, 5C.1a, 5C.2i, 5C.2k, 5C.2m, and 5C.3e.

Final Exam (Possible 20 pts.)

Students will take a final exam worth 20 points (20%) of their grade.

I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.

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