Course Syllabus: Professional Orientation and Ethics
Gordon T. & Ellen West College of Education and Professional Studies
COUN 5103
Part B, October 19 – December 4, 2026

*Important! This course's weeks start on Monday and end on Sunday, **except for the last week, which ends on Friday.**

Contact Information

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Course Description

This course is designed to provide a comprehensive overview of the rapidly evolving field of clinical mental health counseling. It is further designed to enhance the professional development and acculturation of graduate students in order to facilitate their success as graduate students and counseling professionals.

Prerequisites: There are no prerequisites for this course.

Textbook & Instructional Materials

Neukrug, E. (2025). *A brief orientation to counseling. Professional identity, history, and standards*. 3rd edition. Cognella, Inc.

Course Objectives

3.A.1. history and philosophy of the counseling profession and its specialized practice areas

3.A.4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, instit/;;'utional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success

3.A.5. the role and process of the professional counselor advocating on behalf of the profession

3.A.6. professional counseling organizations, including membership benefits, activities, services to members, and current issues

3.A.8. 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.11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice (KPI)

3.B.6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness

3.B.8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship

5.C.3. legislation, government policy, and regulatory processes relevant to clinical mental health counseling

5.C.8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions

5.C.9. third-party reimbursement and other practice and management issues in clinical mental health counseling

Learning Objectives

LO1. To develop an understanding of a "professional self" within the context of community and mental health services and settings.

LO2. To become knowledge regarding the history and development of community and mental health counseling, and the implications for current and future practice.

LO3. To become aware of the many ethical and legal issues in mental health care, and be prepared to address those as they occur in practice.

LO4. To become familiar with local, state, regional, and national professional organizations in the community/mental health counseling.

LO5. To become aware of advocacy efforts in the clinical mental health profession and how to apply professional advocacy.

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

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this Moffett Library webpage to explore these resources and learn how to best utilize the library.

Grading

Course Grade

Table 1:

Assignments	Points
Discussion Board and Class Participation	120
Advocacy Letter (D2L)	20
Professional Organization Paper ***D2L and TK 20 Link**	28
Professional Development Paper ***D2L and TK 20 Link**	12
Final Exam – Week 8 (D2L)	20
Total Points	200

Table 2: Total points for final grade.

Grade	Points
A	180 to 200
B	160 to 179
C	140 to 159
D	120 to 139
F	Less than 120

Homework

Discussion Board, and Class Participation: (120 pts.) Students are required to answer questions or complete assignments regularly related to the weekly topic. Almost every week students will be required to answer questions about the reading, topic or be asked to reflect on a particular internship experience 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. *The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week, aside from the last week. Follow directions to get full points each week. Late work will not be accepted for discussion posts. *NO EXCEPTIONS. (**See Appendix A) KPI** 3.A.1., 3.A.4., 3.A.5., 3.A.6., 3.A.8., 3.A.11, 3.B.6., 3.B.8., 5.C.3. 5.C.8., 5.C.9.

Projects Required

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) KPI 3.A.4., 3.A.5., 3.A.8., 5.C.3., 5.C.8.

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 3.A.4. 3.A.5. 3.A.6.

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 3.A.1.; 3.A.4.; 3.A.5. ; 3.A.11; 3.B.6.; 3.B.8.; 5.C.9.

Final Exam

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) KPI 3.A.1., 3.A.4., 3.A.5., 3.A.6., 3.A.8., 3.A.11, 3.B.6., 3.B.8., 5.C.3. 5.C.8., 5.C.9.

Extra Credit

There is no extra credit offered in this course.

Late Work

All papers and assignments must be turned in the day they are due. If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered ***-2pts per day**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

Make Up Work/Tests

No make up work or tests are offered in this course.

Important Dates

Last day for term schedule changes: August 24-27, 2026 Check date on Academic Calendar.
Deadline to file for graduation: September 21, 2026. Check date on Academic Calendar.
Last Day to drop with a grade of "W:" November 23, 2026. Check date on Academic Calendar.
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

Regular participation is essential for success, because many of the skills covered in this course are not taught in textbooks. Graduate students are expected to log into D2L regularly, as this is considered class "attendance".

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 which 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**.**

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission*.** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published**.**

Instructor Class Policies

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

Online Etiquette

It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

Confidentiality

Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty:

Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.
- Usage of Artificial Intelligence (AI) software, this does not include editing tools of Word or Grammarly i.e., spell check or rewriting suggestions for clarity.

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) exists 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, Disability Support Services, Student Wellness Center, Phone: 940-397-4140, Email: disabilityservices@msutexas.edu, Website: DSS Webpage. 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.

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the Student Emergency Support and Resources webpage to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

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 WATC. 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 has 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 MSUReady – Active Shooter. 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."*

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:

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 10/19 to 10/25	Syllabus Review Chapters 1 - 2	Read Chapters 1-2 Discussion Board Due Sunday.
Week 2 10/26 to 11/1	Chapters 3– 4	Read Chapters 3-4 Discussion Board, Post and Comment Due Sunday.

Week or Module	Activities/Assignments/Exams	Due Date
Week 3 11/2 to 11/8 KPI 3.A.4. 3.A.5. 3.A.6.	Chapter 5 **Professional Organization Paper Appendix C** Turn into D2L and Tk20 Link before 11:59 pm central on Sunday.	Read Chapter 5 Discussion Board, Post and Comment Professional Organization Paper Appendix C and turn into D2L and the Tk20 link by 11:59 pm central on Sunday.
Week 4 11/9 to 11/15 KPI 3.A.4., 3.A.5., 3.A.8., 5.C.3., 5.C.8.	Chapter 6 **Turn in Advocacy and Ethics Letter and Submission Verification Appendix B** and turn into D2L by 11:59 pm central on Sunday.	Read Chapter 6 Discussion Board, Post and Comment Advocacy and Ethics Letter and Submission Verification Appendix B and turn into D2L by 11:59 pm central on Sunday.
Week 5 11/16 to 11/22	Chapter 7	Read Chapter 7 Discussion Board, Post and Comment by Sunday.
Week 6 11/23 to 11/29 KPI 3.A.1.; 3.A.4.; 3.A.5. ; 3.A.11; 3.B.6.; 3.B.8.; 5.C.9.	Chapter 8 **Professional Development Paper Appendix D** Turn into D2L and the Tk20 Link before 11:59 pm central on Sunday.	Read Chapter 8 Do Discussion Board, Post and Comment Professional Development Paper and Turn into D2L and the Tk20 link by Sunday.

Week or Module	Activities/Assignments/Exams	Due Date
Week 7 11/30 to 12/4 **<u>*PLEASE NOTE THE END DATE OF THIS COURSE IS ON FRIDAY.</u>**	Chapter 9-10 Discussion Board Due Final Exam Appendix E Chapters 1 - 10 on D2L before 11:59 pm central on Friday.	Read Chapter 9 Discussion Board, Post and Comment by Friday. Complete Final Exam Appendix E on D2L covering Chapters 1 - 10 on D2L before 11:59 pm central on Friday.

APPENDIX A

DISCUSSION BOARD POSTS

Rubric of Online Assignments and Comments (Possible 120 Pts.)

Appendix A

CACREP Standards:

3.A.1., 3.A.4., 3.A.5., 3.A.6., 3.A.8., 3.A.11, 3.B.6., 3.B.8., 5.C.3. 5.C.8., 5.C.9.

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

Rubric of Online Assignments and Comments (Possible 120 Pts.)
Week 1 (15 pts)
Week 2 (15 pts)
Week 3 (15 pts)
Week 4 (15 pts)
Week 5 (15 pts)
Week 6 (15 pts)
Week 7 (15 pts)
Week 8 (15 pts)

Collaboration is more important in the online learning environment. With that in mind, it is critical that we get to know one another when communicating online. *To promote community, we will be utilizing this forum to create a community during this course.

Each week you will be required to write your own post and at least one ***substantive** response to a peer. In this program's courses, we use the discussion board as a way to "attend" weekly. During the course, we will be using the discussion board to share our learning and experiences. ***For your post each week, you must write at least three academic paragraphs, at least five sentences each paragraph.** Please make sure to create an original post each week and comment on at least one other student's post. If you use resources in your post, please be sure to appropriately cite them in-text and put them as a reference at the bottom of your post in proper APA 7 formatting.

*__**Responses to peers must be substantive and be a minimum of one paragraph made up of 5-7 sentences.**__ Replying “Great post” to a peer is not substantive, and will result in loss of credit.

APPENDIX B

Advocacy and Ethics Letter: (20 pts.) Please submit in D2L. Make sure you turn in confirmation of letter being mailed or emailed.

CACREP Standards:
KPI 3.A.4., 3.A.5., 3.A.8., 5.C.3., 5.C.8.

Criterion	*Improvement Needed* (1)	*Developing* (2)	*Proficient* (3)	*Accomplished* (4-5.3)	*Points*
Introduction of Self, and Legislative Issue.	Student did 1out of 4 of the following: Introduced themselves. Detailed their student status. Discussed the course and assignment. Addressed their concern. Disclosed what else will be covered in the letter.	Student did 2 out of 4 of the following: Introduced themselves. Detailed their student status. Discussed the course and assignment. Addressed their concern. Disclosed what else will be covered in the letter.	Student did 3 out of 4 of the following: Introduced themselves. Detailed their student status. Discussed the course and assignment. Addressed their concern. Disclosed what else will be covered in the letter.	Student did ALL of the following: 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.	
Supporting Rationale for Request	Student did not complete this section.	Student includes brief or vague information on rationale for their request. However, the student did not write at least five sentences, and did not use two or more academic resources.	Student included explicit, detailed, and sequential information on the rationale for their request. 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.	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.	
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.	

Appendix C

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

CACREP Standards:
KPI 3.A.4. 3.A.5. 3.A.6.

Criterion	***Improvement Needed* (1)**	***Developing* (2)**	***Proficient* (3)**	***Accomplished* (4)**	***Points***
History and Mission	The mission statement is not included or incorrect. Or the history of the organization is not addressed.	Organization's mission statement is included. The history of the organization needs elaboration.	Organization's mission statement is clearly stated. A brief history is included.	Organization's mission statement and 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 not included.	Some application procedures are included. Some procedures are vague or inaccurate. Appropriate links	All application procedures are included. A link to the application or application information is provided.	Detailed application procedures are included. Appropriate links are provided and accompanied by detailed explanations.	

Criterion	Improvement Needed (1)	Developing (2)	Proficient (3)	Accomplished (4)	Points
		are provided.			
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 organization within the counseling field. Rationale for the uniqueness is unsupported.	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 counseling field and rationale for uniqueness are included.	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 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.	

Appendix D

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

CACREP Standards:
KPI 3.A.1.; 3.A.4.; 3.A.5. ; 3.A.11; 3.B.6.; 3.B.8.; 5.C.9.

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.	
Reflection	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.	Includes self-reflections on your role as a person, student, or future counselor. Lists one or more key learnings related to the counseling field. Strategies or plans for advocating for the counseling field are vague and need elaboration. Plans for future work in the counseling field are vague and need elaboration.	Includes self-reflections on your role as a person, student, and future counselor. Identifies key learning related to the counseling field. Provides general strategies for advocating on behalf of the counseling field. Includes general plans for future work in the field.	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. Identifies key learning related to the counseling field. Presents specific and detailed strategies for advocating on behalf of the counseling field. Includes detailed plans for future work in the field.	
APA Format and Mechanics	Paper is less than 3 pages. Assignment has significant errors. References are missing. Book is not used to support the ideas in the paper. Citations are missing to identify ideas from outside sources in the body of the text.	Paper is less than 3 pages. Less than three references are listed and have multiple APA formatting errors. One source is used to support the ideas in the paper. Citations are inconsistently used throughout the paper and have APA formatting errors.	Paper is 3-4 pages. Three references are listed with only minor APA formatting errors. One book is used to support the ideas in the paper. Citations are included to identify ideas from outside sources in the body of the text.	Paper is 5-6 pages. Three or more reference listings are included and follow APA format guidelines. Multiple books are used to support the ideas in the paper. Citations are included to identify ideas from outside sources in the body of the text and are correctly formatted.	

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:

KPI 3.A.1., 3.A.4., 3.A.5., 3.A.6., 3.A.8., 3.A.11, 3.B.6., 3.B.8., 5.C.3. 5.C.8., 5.C.9.

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