



**Midwestern State University**  
**Gordon T. & Ellen West College of Education**

**Course Title:** Professional Orientation and Ethics  
**Course Number:** COUN 5103 **Semester**  
**Credits:** 3

**Professor:** Dr. Tiffany A. Stewart, Ph.D., LPC      **Semester:** Fall 2024 Part B 8 Weeks **Office:** BH  
324      **Classroom:** Online  
**E-mail:** [tiffany.stewart@msutexas.edu](mailto:tiffany.stewart@msutexas.edu)      **Class Format:** Online  
**Office Hours:** Tuesday, 2-4 pm, Wednesday, 11-1pm, Thursday 2-3pm

**In this syllabus you will find:**

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

**Instructor Response Policy:** During the week (Monday – Friday), I will respond within 48 hours. During holidays and weekends, I will respond within 48-72 hours. I respond to my email consistently. Please do not hesitate to contact me.

**The MSU Clinical Mental Health and School Counseling programs require at least a B average. Cs are unacceptable, and more than 2 C's will put you in danger of being removed from the program. Please consult the Student Handbook for more information.**

**COVID-19:** Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care

professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

## **I. 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 5203 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.

## **II. COURSE RATIONALE**

In this course students will gain knowledge including the theoretical and procedural aspects of effective career counseling and the nature of career development throughout the course of a lifetime.

## **III. REQUIRED TEXTBOOK**

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

## **IV. COURSE OBJECTIVES**

### **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.

## V. COURSE EXPECTATIONS

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

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.

**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.

**Diversity:** It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

**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.

**Statement of Disability:** Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

**Attendance:** Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, GRADUATE STUDENTS are expected to be on time and to attend every session online and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

**Late Work:** All papers and assignments must be turned in the day they are due. **No exceptions.** 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 **10%**. 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.

**VI. SEMESTER COURSE OUTLINE**

Class Dates	Class Topics	Assignments/Reading
<p><b>1. Week of March 18 - 24</b></p> <p><b>Discussion Board Post and Reply due Friday</b></p>	<p>Syllabus Review Chapters</p> <ul style="list-style-type: none"> <li>• 1 - 3</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapters One – Three pages 1-44</li> <li>• <b>Discussion Board Due Sundays</b></li> </ul>
<p><b>2. Week of March 25 - 31</b></p>	<ul style="list-style-type: none"> <li>• Chapters 4 – 6</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapters Four – Six pages 45-94</li> </ul>

Class Dates	Class Topics	Assignments/Reading
		<ul style="list-style-type: none"> <li>• <b>Discussion Board, Post and Comment Due Sundays</b></li> </ul>
<p><b>3. Week of April 1 - 7</b></p> <p><b>KPI: 2.1d, 2.1f, 5C.2k, 5C.2m, and 5C.3e.</b></p>	<p>Professional Organization</p> <ul style="list-style-type: none"> <li>• Paper Appendix C Turn into D2L and Tk20 Link before 11:59 pm central on Sunday.</li> <li>•</li> </ul>	<p><b>Discussion Board, Post and Comment</b></p> <ul style="list-style-type: none"> <li>• <b>Professional Organization Paper Appendix C and turn into D2L and the Tk20 link by 11:59 pm central on Sunday.</b></li> </ul>
<p><b>4. Week of April 8 - 14</b></p>	<p>Chapters 7 – 9</p> <ul style="list-style-type: none"> <li>• Turn in Advocacy and Ethics Letter and Submission Verification Appendix B and turn into D2L by 11:59 pm central on Sunday.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Board, Post and Comment</b></li> <li>• Chapters Seven – Nine pages 95-142</li> <li>• <b>Advocacy and Ethics Letter and Submission Verification Appendix B and turn into D2L by 11:59 pm central on Sunday.</b></li> </ul>

<p>5. Week of April 15 - 21</p> <p>2.1d, 2.1e, 5C.2i, and 5C.3e.</p>		<ul style="list-style-type: none"> <li>• <b>Discussion Board, Post and Comment</b></li> </ul>
<p>6. Week of April 22 - 28</p> <p>KPI: 2.1a, 2.1d, 2.1k, 5C.1a, and 5C.3e.</p>	<p>Chapter 10</p> <ul style="list-style-type: none"> <li>• • Professional Development Paper Appendix D</li> <li>• Turn into D2L and the Tk20 Link before 11:59 pm central on Sunday.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Board, Post and Comment</b></li> <li>• Read Chapters 10 – Afterward pages 143-183</li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Professional Development Paper</b> and Turn into D2L and the Tk20 link by Sunday.</li> </ul>
<p><b>Class Dates</b></p>	<p><b>Class Topics</b></p>	<p><b>Assignments/Reading</b></p>
<p>7. Week of April 29 – May 5</p> <p>2.1a, 2.1d, 2.1e, 2.1f, 2.1k, 5C.1a, 5C.2i, 5C.2k, 5C.2m, and 5C.3e.</p>	<p><b>Final Exam Appendix E Chapters 1 - 10 on D2L before 11:59 pm central on Sunday.</b></p> <ul style="list-style-type: none"> <li>• Review Readings</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Board, Post and Comment</b></li> <li>• <b>Complete Final Exam Appendix E on D2L covering Chapters 1 - 10 on D2L before 11:59 pm central on Sunday.</b></li> </ul>
<p>8. Week of May 6 - 9</p>	<p>Discussion Board Due</p>	<ul style="list-style-type: none"> <li>• Review Readings</li> <li>• <b>Discussion Board Due</b></li> </ul>

## V. EVALUATION AND ASSIGNMENTS

**\*\* 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.**

1. Online Assignments and Comments <b>D2L</b>	20
2. Advocacy Letter <b>D2L</b>	20
3. Professional Organization Paper <b>D2L and TK 20 Link</b>	28
4. Professional Development Paper <b>D2L and TK 20 Link</b>	12
5. Final Exam (Week 8) <b>D2L</b>	20
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Total Points	100

**Grade Classifications:**

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or Below

**VIII. DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS**

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to



ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention please refer to the handbook.

**Classroom Behaviors:** 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:

- Avoiding tardiness and late arrival to class.
- 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.

## IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

**Ethics:** For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

**Special Notice:** Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

**Campus Carry:** Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies. **Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

**Limited Right to Intellectual Property:** By enrolling in this course, the student expressly grants MSU a

“limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

**Midwestern State University Mission Statement:** MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university’s undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

### **Midwestern State University Values**

- People-Centered – Engage others with respect, empathy, and joy.
- Community – Cultivate a diverse and inclusive campus environment.
- Integrity – Always do the right thing.
- Visionary – Adopt innovative ideas to pioneer new paths.
- Connections – Value relationships with broader communities.

### **Midwestern State University Counseling Program Objectives:**

- Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
- Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
- Address student learning
- Written so they can be evaluated

**Please refer to your Clinical Mental Health student handbook, and or your practicum and internship manual located within the D2L shell for review.**

**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.

### **Important Dates:**

Last day for term schedule check date on [Academic Calendar](#).

Deadline to file for graduation check date on [Academic Calendar](#).

Last Day to drop with a grade of “W” check date on [Academic Calendar](#). Refer to: [Drops, Withdrawals & Void](#)

**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).

**Smoking/Tobacco Policy:** College policy strictly prohibits the use of tobacco products in any building on campus. 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.

**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.

## X. RESOURCES

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/>

## **XI. APPENDENCIES**

### **Appendix A**

#### **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.)**

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

**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 on the next page.**

<i>Criterion</i>	<i>Improvement Needed</i> (1)	<i>Developing</i> (2)	<i>Proficient</i> (3)	<i>Accomplished</i> (4)	<i>Points</i>
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Midwestern State University  
COUN 5103 Professional Orientation and Ethics

<b>Introduction of Self, and Legislative Issue.</b>	Student did 1 out of 4 of the following: <ul style="list-style-type: none"> <li>• Introduced themselves.</li> <li>• Detailed their student status.</li> <li>• Discussed the course and assignment.</li> <li>• Addressed their concern.</li> <li>• Disclosed what else will be covered in the letter.</li> </ul>	Student did 2 out of 4 of the following: <ul style="list-style-type: none"> <li>• Introduced themselves.</li> <li>• Detailed their student status.</li> <li>• Discussed the course and assignment.</li> <li>• Addressed their concern.</li> <li>• Disclosed what else will be covered in the letter.</li> </ul>	Student did 3 out of 4 of the following: <ul style="list-style-type: none"> <li>• Introduced themselves.</li> <li>• Detailed their student status.</li> <li>• Discussed the course and assignment.</li> <li>• Addressed their concern.</li> <li>• Disclosed what else will be covered in the letter.</li> </ul>	Student did ALL of the following: <ul style="list-style-type: none"> <li>• Introduced themselves.</li> <li>• Detailed their student status.</li> <li>• Discussed the course and assignment.</li> <li>• Addressed their concern.</li> <li>• Disclosed what else will be covered in the letter.</li> </ul>	
<b>Legislative Action Identified in letter</b>	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. <b>However, the student did not write at least five sentences.</b>	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.	
<b>Supporting Rationale for Request</b>	Student did not complete this section.	Student includes brief or vague information on rationale for their request.  <b>However, the student did not write at least five sentences, and did not use two or more academic resources.</b>	Student included explicit, detailed, and sequential information on the rationale for their request. <b>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.</b>	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.	
<b>Role of Advocacy</b>	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. <b>However, student did not write at least five sentences.</b>	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.	
<b>Application of ACA Ethical Standards to Advocacy Topic</b>	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.	
<b>Thank You and Mail or Email Confirmation</b>	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.	
<b>Total Points</b> 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 on the next page**

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

<i>Criterion</i>	<i>Improvement Needed</i> (1)	<i>Developing</i> (2)	<i>Proficient</i> (3)	<i>Accomplished</i> (4)	<i>Points</i>
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.	

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Application and Links	Application procedures or links are not included.	Some application procedures are included. Some procedures are vague or inaccurate. Appropriate links are provided.	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.	
<b>Criterion</b>	<b>Improvement Needed (1)</b>	<b>Developing (2)</b>	<b>Proficient (3)</b>	<b>Accomplished (4)</b>	<b>Points</b>
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.	
<b>Total Points 28</b>					

**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 on the next page.**

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

<i>Criterion</i>	<i>Improvement Needed</i> (1)	<i>Developing</i> (2)	<i>Proficient</i> (3)	<i>Accomplished</i> (4)	<i>Pts</i>
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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 selfreflections 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.	
<b>Total Points</b> 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.**