

CEPD 7141-02D PROFESSIONAL ORIENTATION AND ETHICS IN COUNSELING

Semester/Year	Spring/2015
Time/Location	Tuesdays/Ed Center, room 4
Instructor	Dr. Julia Whisenhunt, LPC, NCC
Office Location	Education Annex, room 241
Office Hours	Monday 1:30-4:30 Tuesday 1:00-5:00 Thursday 1:00-5:00 (please schedule an appointment)
Telephone	Direct Line: 678-839-6116 Department Line: 678-839-6567
Email	jwhisenh@westga.edu
Online Support	D2L Home Page https://westga.view.usg.edu/ D2L UWG Online help http://uwgonline.westga.edu/students.php D2L 24 hour Help https://d2lhelp.view.usg.edu/ UWG Distance Learning http://uwgonline.westga.edu/ Online Student Guide http://uwgonline.westga.edu/ Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430 Resources for Distance & Off-Campus Students http://libguides.westga.edu/content.php?pid=194459 Ingram Library Services http://www.westga.edu/library/ University Bookstore http://www.bookstore.westga.edu/

COURSE DESCRIPTION

Studies that provide an understanding of professional roles and functioning of counselors and the application of ethical and legal considerations in professional counseling.

COE VISION

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE MISSION

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (*insert applicable professional associations that guide your program, e.g. ASHA, PSC*) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

This course will be delivered approximately **65%** online. This requires the online equivalent of **1462.5** minutes of instruction (seat-time) and an additional **2925** minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>
CourseMate	390 minutes
Processing Groups	330 minutes
Webinars, Podcasts, Videos	400 minutes
Online readings	342.5 minutes

COURSE OBJECTIVES

Students will demonstrate a knowledge and understanding of the following:	CACRE P	CMH C	SC
1. The history and philosophy of the counseling profession (Gladding, 2013; Wheeler and Bertram, 2012); <i>Knowledge</i> ;	II.G.1.a.		
2. Professional roles, functions, and relationships with other human service providers and responsibilities as members of interdisciplinary teams (Gladding, 2013; Wheeler and Bertram, 2012); <i>Knowledge, Professional Excellence</i> ;	II.G.1.b. , II.G.1.c.		
3. Professional organizations, including membership benefits, activities, services to members, and current issues (Gladding, 2013; Wheeler and Bertram, 2012); <i>Knowledge, Professional Excellence</i> ;	II.G.1.f.		
4. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (Gladding, 2013; Wheeler and Bertram, 2012); <i>Knowledge, Professional Excellence, Betterment of Society</i> ;	II.G.1.g.		
5. The role and process of the professional counselor advocating on behalf of the profession (Gladding, 2013; Wheeler and Bertram, 2012); <i>Knowledge, Betterment of Society</i> ;	II.G.1.h.		
6. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (Gladding, 2013; Wheeler and Bertram, 2012); <i>Knowledge, Professional Excellence</i> ;	II.G.1.j.		
7. Self-care strategies appropriate to the counselor role (Gladding, 2013; Wheeler and Bertram, 2012); <i>Professional Excellence</i> ;	II.G.1.d.		
8. Use of ethical decision-making model (Gladding, 2013; Wheeler and Bertram, 2012); <i>Professional excellence</i> ;	II.G.1.j.		

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)

Corey, G., Corey, M., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Stamford, CT: Cengage Learning.

Corey, G., Corey, M., & Haynes, R. (2015). *Ethics in action* (3rd ed.). Stamford, CT: Cengage Learning.

Coursemate for Issues and Ethics: ISBN 978-1-285-85106-8 (Course Key CM-9781285464701-0000059)

Required Instructional Resource: Tk20 Subscription

These are available at the University Bookstore or at

<http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe.

For more information about this resource, see

http://www.westga.edu/coe/index_550.php.

For assistance, email tk20@westga.edu.

Course References :

American Counseling Association (2005). *ACA code of ethics*. Author.

Calley, N.G. (2009). Promoting a contextual perspective in the application of the ACA code of ethics: The ethics into action map. *Journal of Counseling & Development*, 87, 476-482.

Even, T.A. & Robinson, C. R. The impact of CACREP accreditation: A multiway frequency analysis of ethics violations and sanctions. *Journal of Counseling & Development*, 91, 26-34.

Gladding, S.T. (2013). *Counseling: A comprehensive profession* (7th ed.). Upper Saddle River, NJ: Pearson.

Granello, D.H. (2011). The process of suicide risk assessment: Twelve core principles. *Journal of Counseling & Development*, 88, 363-370.

Henderson, D.A., & Montplaisir, B.F. (2013). From good to great: Examining exemplary counselor development. *Journal of Counseling & Development*, 91, 336-342.

Lee, S.M., Cho, S.H., Kissinger, D., & Ogle, N.T. (2010). A typology of burnout in professional counselors. *Journal of Counseling & Development*, 88, 131-138.

Mascari, J.B., & Webber, J. (2013). CACREP accreditation: A solution to license portability and counselor identify problems. *Journal of Counseling & Development*, 91, 15-25.

Mellin, E. A., , Hunt, B., & Nichols, L.M. (2011). Counselor professional identify: findings and implications for counseling and interprofessional collaboration. *Journal of Counseling & Development* 89, 140-147.

Neukrug, E. S., & Milliken, T. (2011). Counselors' perceptions of ethical behaviors. *Journal of Counseling & Development*, 89, 206-216.

Roysircar, G. (2011). The big pic ture of advocacy: Counselor, heal society and thyself. *Journal of Counseling & Development*, 87, 288-294.

Wheeler, A.M., Bertram, B. (2012). *The counselor and the law: A guide to legal and ethical practice*. Alexandria, VA: ACA.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignment #1: Professional Orientation Scavenger Hunt (3 points)

Working individually, each student will take a 12-item “quiz” via D2L. This “quiz” is structured similarly to a digital scavenger hunt. As such, students will need to visit multiple websites and perform searches of the web in order to complete the activity. *Objectives 1-4; 6*

Assignment #2: CourseMate (13@1 points each=13 Points)

Working individually, students will complete the following sections of the CourseMate program for each of the respective textbook chapters covered in this course: (a) Interactive Flashcards, (b) Audio Clip and/or Transcript, and (c) Tutorial Quiz. Students are encouraged to use all resources available through CourseMate, but only those abovementioned will be factored into the course grade. Each of the 13 chapters of CourseMate will be graded according to an all-or-nothing format. So, students who successfully complete only some of the required sections, but not others, will receive a grade of zero for the respective chapters. **CourseMate should be completed prior to the class session in which each respective chapter is covered (for face-to-face sessions).** *Objectives 1-6*

Assignment 3: Current Issues Group Project (15 points)

Working in dyads, students will examine a contemporary issue or trend in the field of professional counseling. This examination will entail review of at (a) least three related articles in a peer-reviewed journal, (b) at least two news sources, such as professional newsletters or government websites, (c) review of relevant [law](#) and ethical codes, and (d) consultation with at least two licensed/certified practitioners. Each dyad should create one brief document (no more than 1 ½ pages single-spaced, plus references), that includes the following elements, and post the document to the respective D2L discussion board. The required elements include the following: (a) brief overview of the issue/trend; (b) brief history of the issue/trend; (c) potential benefits/advantages of this issue/trend; (d) potential problems/concerns/limitations/disadvantages associated with this issue/trend; (e) relevant laws and ethical codes; (f) potential impact on the field; (g) where/how others can learn more about this issue/trend; (h) three discussion questions at the [Bloom’s Taxonomy levels](#) of *analyzing*, *evaluating*, and/or *creating*; and (i) APA style references. Dyads will [register](#) for a specific topic area, based on the course schedule, and then will identify a topic, which must be approved by the instructor. This assignment is due by 5:30 pm on the respective class day, regardless of whether the class is held via online or face-to-face format. Make sure to submit to the respective D2L dropbox and discussion board. *Objectives 1-6*

Assignment 4: Current Issues Processing Groups 11@2 points each=22 points)

Over the course of the semester, there will be 11 weeks during which we explore current issues/trends in the field of professional counseling (see Assignment #3). For each of these weeks, groups of 2-3 members will meet for a minimum of one 30 minute discussion (face-to-face, phone, or **live** online). The focus of each of these Processing Group sessions will be to examine at least one of the current issues submitted by a peer group (i.e., the Current Issues Group Project). Working collaboratively, students are responsible for thoughtfully examining their chosen current issue(s) and providing documentation of their discussion. This documentation should include the following elements: (a) a statement of which members met, including the means through which the discussion took place and the length of the discussion; (b) a summary of the points of agreement within the group, including rationale; (c) a summary of the points of disagreement within the group, including rationale; (d) at

least two references to relevant course materials; and (e) any other relevant points of discussion. Documentation should not exceed three pages, typed and double-spaced, and may include bullet points, but not sentence fragments. Submissions are due no later than Sunday at midnight (Eastern Time Zone) each week. *Course Objectives 1-5*

Assignment 5: Professional Disclosure Statement & Video (TK20 Required Assignment) (18 points)

Each student will prepare and submit a written professional disclosure statement with an accompanying five-minute video to introduce her/himself to potential clients. In this disclosure statement and accompanying video, the standard elements of informed consent should be covered, including the following: (a) a brief professional biography, including professional membership; (b) credentials (in this case, aspirational) and training; (c) a definition of counseling; (d) “counselor’s” theoretical orientation; (e) expectations of counseling; (f) the client’s and “counselor’s” roles and responsibilities within the counseling relationship; (g) parameters/boundaries of the relationship; (h) limitations of confidentiality; (i) expected length of the professional relationship; (j) potential benefits and risks of counseling; (k) policies related to crises, referral, collaboration and supervision with other mental health professionals, payment, cancellations, and (l) other items, as designated by the instructor. **FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS THROUGH TK20 WITHIN THE TIME FRAME DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF 0 FOR THE ASSIGNMENT.** *Objectives 1-4*

Assignment 6: Online mandated reporter training (5 points)

Working individually, each student will successfully complete the free online mandated reporter’s training offered by the [Governor’s Office of Children and Families](#) (see D2L weblink). Students are required to submit, to the respective D2L dropbox, a copy of their certificate of completion as verification of successful completion of the assignment. *Course Objective 6*

Assignment 7: Ethical Case Study Response (TK20 Required Assignment) (18 points)

Students will be divided into small groups (of 3-4 members) and presented with an ethical dilemma case study. Using the current ACA Code of Ethics, state laws, and relevant counseling literature, the team will develop a position on the dilemma and how it might best be resolved. The team **may not** use consultation with anyone outside the team to develop a response to the case. Each of the teams will develop a written response document, complete with APA style citations and references. The following elements are required for the response document: (a) identify the ethical dilemma and the complex aspects of the dilemma; (b) identify a minimum of three relevant ethical codes and how they relate, specifically, to the respective ethical dilemma; (c) identify relevant state (and, if applicable, national laws) and how they relate, specifically, to the respective ethical dilemma; (d) identify at least five possible courses of action and potential consequences of each course of action; and (e) reference at least four peer-reviewed articles or books to support the chosen course of action. **AFTER** completing the response document, each team will present the ethical dilemma case study to two licensed/certified practitioners and request their opinion on how they would proceed if this were a real-life scenario. Following these consultations, each group will compose a brief summary of the outcome of the consultations (ways in which the practitioners’ recommendations align, or do not align, with the group’s final recommendation) and add the summary to the response document. The final document should not exceed four typed pages. Groups may use bullet points, but not sentence fragments.

FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS THROUGH TK20 WITHIN THE TIME FRAME DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF 0 FOR THE ASSIGNMENT. Objectives 6, 8

Assignment 8: Self-Care Toolbox (6 points)

Working individually, students will create self-care toolbox. This project includes three elements. The first element is a document that outlines/lists at least 16 strategies the student can employ to take care of her/himself physically, emotionally/psychologically, interpersonally, and professionally. For the second element, the student will identify four self-care strategies and practice using them. The student will keep a log of her/his use of the four identified self-care strategies and their respective outcomes/consequences (for each instance). The final element of this assignment is a brief summary of the strategies she/he has begun to employ over the preceding month and the effect, if any, of those self-care strategies on the student's overall wellness. The final document should not exceed 2 ½ pages, typed and double-spaced, in addition to the log. *Course Objective 7*

Evaluation Procedures

Assessment	Points	Assessment Tools	Submit via:	Due Date
1. Professional Orientation Scavenger Hunt	3	Quiz	D2L	1-13-15
2. CourseMate	13	S/U, based on completion of the required content	CourseMate	See schedule
3. Current Issues Group Project	15	Rubric	D2L	See schedule
4. Current Issues Processing Groups	22	Rubric	D2L	See schedule
5. Professional Disclosure Statement and Video	18	Rubric	D2L; TK20	2-3-15
6. Mandated Reporter Training	5	S/U; provide certificate	D2L	2-10-15
7. Ethical Case Study Response	18	Rubric	D2L; TK20	4-7-15
8. Self-Care Toolbox	6	Rubric	D2L	4-14-15
Total	100			

Grading

Grades are calculated based on the percentages below. Please note that any grade of F will result in dismissal from the program. Grades of C are considered unsatisfactory and will result in a review of student progress by the CEP faculty.

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

Any graduate level student earning a grade of F or WF and/or two C's, regardless of her/his academic standing, will be suspended from the program.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

Diversity: The University of West Georgia affirms the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff. The Department of Clinical and Professional Studies (CPS) is committed to fostering an educational environment in which diversity is embraced. As such, **CPS will not tolerate discrimination against any persons.**

Professional Conduct: Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. **To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.**

Student Review: CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See [Graduate Student Handbook](#) for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Disability: The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. *Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.*

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/> The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Attendance: Attendance is required. Students are expected to attend each class, to be on time, and to be present for the full class session. Any potential problems or exceptions to any part of this requirement should be discussed immediately with the instructor. Excused absences will not be granted more than 7 days following the absence. Two or more absences and/or tardies will result in a reduction of the final grade at the rate of 2 points per absence and 1 point per tardy for each absence and/or tardy beyond the first. Attendance will be taken each class meeting. You are responsible for all information and changes in the course content that may occur in your absence.

Class organization: This course will be interactive and use a variety of instructional strategies including online work, lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

Student participation: When called upon, students will be expected to demonstrate higher-order thinking skills by providing both their answer and an appropriate rationale upon which their answer is based. Having each student actively participating during each class session allows the professor to assess students' class preparation; their level of understanding of course concepts; enhances group work; develops students' critical thinking skills, and their ability to speak in front of fellow classmates.

Class handouts: Handouts will generally be posted on D2L, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

Cell phones & Electronic Equipment: **The use of cell phones, including texting and internet, is not permitted in this class.** If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. **Any non-class-related use of computers is considered unprofessional and is not accepted in this class.** If you are found using any electronic device for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class.

Extra Credit: No extra credit opportunities will be offered for this class.

Late Work: Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late work, when approved, must be submitted within 7 days of the initial deadline. Late assignments, if accepted, are subject to a penalty of half credit.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. Communication may take place through D2L, but this is not the preferred means of communication.

Changes to The Syllabus: This syllabus is subject to change.

TENATIVE CLASS OUTLINE (subject to change)

Class Date	To Prepare for Class	Class Activities & Topics	Assignments Due
Week 1 1/6	Corey et al., pp. 24-32 Corey et al., pp. 38-47; 58-64 (ebook 2-1; 2-2; 2-3; 2-6; 2-7; 2-8)	Baseline of Beliefs/Attitudes; Counselor Wellness	
Week 2 1/13	Corey et al., pp. 5-24 (ebook 1-1 through 1-5) Workbook, pp. 2-8 Corey et al., pp. 190-199 (ebook 5-8)	Ethical Decision Making Model; Malpractice and Liability; Responding to Subpoenas Guest speaker: Nakia Harrison, SC	Professional Scavenger Hunt due; CourseMate chpts. 1 & 2
Week 3 1/20 Online	Corey et al., pp. 150-174 (ebook 5-1 through 5-4) Corey et al., chpt. 10	Informed Consent; Record Keeping; Theory and Practice in Counseling	Begin CourseMate chpt. 5; CourseMate chpt. 10
Week 4 1/27 Meet in EC 226	Corey et al., chpt. 3 Workbook, pp. 43-47 Videos: #10, #11, #12	Values and Counseling	CI Process Group 1; CourseMate chpt.3
Week 5 2/3 Online	Corey et al., chpt. 4 Workbook, pp. 20-26 Videos: #3 and #6	Multicultural Practice	CI Process Group 2; Professional Disclosure Statement and Video; CourseMate chpt. 4
Week 6 2/10	Corey et al., pp. 202-219; 221-248 (ebook 6-1 through 6-3; 6-5 through 6-8)	Confidentiality; Duty to Protect & Warn; Mandated Reporting (Mandated Reporter Workshop 4-5:30)	CI Process Group 3; Mandated Reporter Online Training due; CourseMate chpt. 6
Week 7 2/17 Online	Corey et al., pp. 174-180 (ebook 5-5); Corey et al., pp. 219-221 (ebook 6-4)	Technology in Counseling; HIPAA and HITECH	CI Process Group 4
Week 8 2/24	Corey et al., chpt. 11 Videos: #7, #8, #9	Issues and Ethics in Couples and Family Counseling Guest Speaker: Dr. Mary Dean, LMFT	CI Process Group 5; CourseMate chpt. 11
Week 9 3/3 Online	Corey et al., pp. 47-54 (ebook 2-4); chpt. 7 Workbook, pp. 48-53 Videos: #15, #17, #18, #19	Professional Boundaries	CI Process Group 6; CourseMate chpt.7

Week 10 3/10	Corey et al., pp. 180-187 (ebook 5-6) Video: #1	Issues and Ethics in Treating Minors Guest Speaker: Debra Price, LPC	CI Process Group 7; Finish CourseMate chpt. 5
Week 11 3/24 Online	Corey et al., chpt. 12	Ethics in Group Work	CI Process Group 8; CourseMate chpt. 12
Week 12 3/31		Issues and Ethics in Treating Mandated Clients Guest Speaker: Tracy Wilson, LPC	CI Process Group 9
Week 13 4/7 Online	Corey et al., chpt. 9	Ethics of Clinical Supervision	CI Process Group 10; Ethical Case Study due; CourseMate chpt. 9
Week 14 4/14	Corey et al., chpt. 8; pp. 187-190 (ebook 5-7) Video: #4 Corey et al., pp. 54-57 (ebook 2-5) Videos: #21, #22	Professional Competence; Termination	CI Process Group 11; Self-Care Toolbox due; CourseMate chpt. 8
Week 15 4/21 Online	Corey et al., pp. 466-484 (ebook 13-4 through 13-10)	Advocacy, Social Justice, and Change	CourseMate chpt. 13

Guest Speaker Schedule for Thursday section:

Class Date	Class Activities & Topics
Week 2 1/15	Ethical Decision Making Model; Malpractice and Liability; Responding to Subpoenas Guest Speaker: Jane Simpson, Attorney
Week 6 2/12	Confidentiality; Duty to Protect & Warn; Mandated Reporting Guest Speaker: Debra Price, LPC
Week 8 2/26	Issues and Ethics in Couples and Family Counseling Guest Speaker: Dr. Valeria Conkey, LPC
Week 10 3/12	Issues and Ethics in Treating Minors Guest Speaker: Kim Johnson

****See D2L for additional required readings, podcasts, videos, PPTs, etc.**

Are you looking for assignment evaluation rubrics? See below.
Assignment Evaluation Rubrics

Current Issues Group Project:

Criterion	Possible Points	Earned Points
Document includes references (with APA style references) to at least three related articles in a peer-reviewed journal and two news sources.	1.5	
Student have provided evidence (e.g., name and contact information) of consultation with at least two licensed/certified practitioners.	1.5	
Document includes a sufficiently detailed, but brief, overview of the respective issue/trend.	1.5	
Document includes a sufficiently detailed, but brief, overview of the history of the respective issue/trend.	1.5	
Document includes thorough discussion of potential benefits/advantages of this issue/trend.	1.5	
Document includes a thorough examination of potential problems/concerns/limitations/disadvantages associated with this issue/trend.	1.5	
Document includes reference to relevant laws and ethical codes, along with a brief explanation of those ethical codes and laws.	1.5	
Document includes through examination of the potential impact of this issue/trend on the field of professional counseling.	1.5	
Students provide access to resources (e.g., titles of articles, weblinks) so that others can learn more about this issue/trend.	1.5	
Document includes a minimum of three discussion questions at the Bloom's Taxonomy levels of <i>analyzing</i> , <i>evaluating</i> , and/or <i>creating</i> .	1.5	
	15	
<p>**no more than 1 ½ pages single-spaced, plus references</p> <p>**Proper grammar and use of APA style are requisite components of this assignment. The instructor will deduct points for any papers that do not demonstrate effective use of grammar and APA style.</p>		

Current Issues Processing Groups:

Criterion	Possible Points	Earned Points
Document includes a statement of which members met, including the means through which the discussion took place and the length of the discussion.	Requisite requirement	
Document includes a sufficiently detailed summary of the points of agreement within the group, including rationale.	.5	
Document includes a sufficiently detailed summary of the points of disagreement within the group, including rationale.	.5	
Document includes at least two references to relevant course materials, with proper APA style references.	.5	
Document presents other relevant points of discussion that emerged during the processing group.	.5	
	2	
<p>**Document should not exceed 3pages, typed and double-spaced, and may include bullet points, but not sentence fragments.</p> <p>**Proper grammar and use of APA style are requisite components of this assignment. The instructor will deduct points for any papers that do not demonstrate effective use of grammar and APA style.</p>		

Professional Disclosure Statement and Video:

Criterion	Possible Points	Earned Points
Disclosure statement and video include a brief professional biography, including professional membership, credentials (in this case, aspirational), and training.	3	
Disclosure statement and video include a clear definition of counseling, which includes a focus on wellness and clients' strengths.	3	
Disclosure statement and video include a clear summary of the counselor's theoretical orientation and demonstrates how the theoretical orientation relates to the counseling process.	3	
Disclosure statement and video include a statement of the expectations of counseling, including the client's and counselor's roles and responsibilities within the counseling relationship and the parameters/boundaries of the relationship.	3	
Disclosure statement and video include limitations of confidentiality, expected length of the professional relationship, benefits and risks of counseling.	3	
Disclosure statement and video include policies related to crises, referral, collaboration and supervision with other mental health professionals, payment, and cancellations.	3	
	18	
<p>**Proper grammar and use of APA style are requisite components of this assignment. The instructor will deduct points for any papers that do not demonstrate effective use of grammar and APA style.</p>		

Ethical Case Study Response:

Criterion	Possible Points	Earned Points
Students clearly identify the ethical dilemma and the complex aspects of the dilemma.	3	
Students identify a minimum of 3 relevant ethical codes and how they relate, specifically, to the respective ethical dilemma.	3	
Students identify relevant state laws and how they relate, specifically, to the respective ethical dilemma.	3	
Students identify at least 5 possible courses of action and identify potential consequences of each course of action.	3	
Students reference (using APA style) at least 4 peer-reviewed articles or books to support their chosen recommendation/course of action.	3	
Students provide evidence (e.g., name and contact information) of consulting with at least a two licensed/certified practitioners. Students provide a summary of those practitioners' responses and the ways in which the practitioners' recommendations align, or do not align, with the group's final recommendations.	3	
	18	
**Proper grammar and use of APA style are requisite components of this assignment. The instructor will deduct points for any papers that do not demonstrate effective use of grammar and APA style.		

Self-Care Toolbox:

Criterion	Possible Points	Earned Points
Document includes an outline/list of at least 16 strategies the student can employ to take care of her/himself physically (4), emotionally/psychologically (4), interpersonally (4), and professionally (4).	2	
Document includes a log of the four identified self-care strategies the student chose to use for this project and the outcomes/consequences for each instance in which the student used the respective self-care strategies.	2	
Document includes a brief summary of the strategies the employed over the preceding month and the cumulative effect, if any, of those self-care strategies on the student's overall wellness.	2	
	6	
**The final document should not exceed 2 ½ pages, typed and double-spaced, in addition to the log. **Proper grammar and use of APA style are requisite components of this assignment. The instructor will deduct points for any papers that do not demonstrate effective use of grammar and APA style.		