Meeting Time and Location: Tuesday 8:00am -10:45am in Van Hise 114

Professor: Brian Phillips, Ph.D., CRC  
(608) 263-6279  
bnphillips2@wisc.edu

Teaching Assistants: Rachel Friefeld, M.S.  
friefeld@wisc.edu  
Kevin Bengtson, M.S.  
kbengtson@wisc.edu

My Office Hours: By Appointment

TA Office Hours: By Appointment

COURSE DESCRIPTION & OBJECTIVES

This course provides an orientation to the professional life, goals, and objectives of the counselor and specifically focuses on core issues that form a counselor’s professional identity. These include the following:

1. a focus on professional organizations and associations
2. an examination of accreditation, an overview of credentialing
3. a look at the role and function of counselors
4. a review of ethical codes and legal standards
5. a review of characteristics needed to be an effective counselor
6. a review of the history of counseling and related professions
7. a review of current issues and future trends in counseling
8. and an overview of social and cultural issues

The American Counseling Association (ACA) and the Commission on Rehabilitation Counselor Certification (CRCC) are discussed as key organizations, with the ACA Code of Ethics and CRCC Code of Professional Ethics for Rehabilitation counselors being used as the primary professional conduct guides for professional counselors.

Topics that will receive special attention in the course include:

1. Findings, purposes and policies in current rehabilitation legislation as well as laws and ethical standards affecting rehabilitation counseling. Application of ethical principles in ethical decision-making;
2. The organizational structure of vocational rehabilitation systems including public, not-for-profit, and private, for-profit service systems;
3. Informed consumer choice, review and personal responsibility in the rehabilitation process;
4. Societal issues and trends affecting rehabilitation.

**COURSE OBJECTIVES**

The goals of this course are to:

**Course Objectives:**

1. To define the key terms in counseling.
2. To identify different kinds of counselors and their professional organizations.
3. To provide an overview of key professional associations, including the American Counseling Association.
4. To identify professionals in related fields to counseling and their professional associations.
5. To examine and discuss the characteristics of the effective counselor including those that jointly describe the working alliance: empathy, acceptance, genuineness, embracing a wellness perspective, cultural competence, among others.
6. To provide a brief history of social work, psychology, and psychiatry and examine how these fields have had an impact on the counseling profession.
7. To present the 100-year-old history of the counseling profession.
8. To examine current issues and future trends in the counseling profession.
9. To examine accreditation practices in the counseling profession with a particular emphasis on the Council for Accreditation of Counseling and Related Educational Professions (CACREP).
10. To briefly review accreditation in related professions.
11. To provide a brief history of credentialing and to examine different kinds of credentialing processes in counseling and in related professions.
12. To define values and morality and to understand their place in the development of ethical codes.
13. To review different kinds of ethical decision-making models and examine important legal and professional concerns related to ethical decision-making.
14. To define multicultural counseling and social justice work and provide conceptual models for working with clients from non-dominant groups.
15. To examine and understand the Multicultural Counseling Competencies and the Advocacy Competencies.
16. To highlight important points to consider when choosing a graduate school or applying for a job.

**CACREP STANDARDS MET BY COURSE**

<table>
<thead>
<tr>
<th>Standards</th>
<th>CACREP</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. History and philosophy of the counseling profession and its specialty areas</td>
<td>2.1.a</td>
<td>Exams; PIPR Paper</td>
</tr>
</tbody>
</table>
2. The multiple roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation  
   2.1.b Exams

3. Counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams  
   2.1.c Exams; PIPR Paper

4. The role and process of the professional counselor advocating on behalf of the profession  
   2.1.d Exams; PIPR Paper; RA Assg

5. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients  
   2.1.e Exams; RA Assg

6. Professional counseling organizations, including membership benefits, activities, services to members, and current issues  
   2.1.f Exams; PIPR Paper; RA Assg

7. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues  
   2.1.g Exams; PIPR Paper; RA Assg

8. Current labor market information relevant to opportunities for practice within the counseling profession  
   2.1.h Exams

9. Ethical standards of the professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling  
   2.1.i Exams; RA Assg

10. Technology’s impact on the counseling profession  
    2.1.j Exams

11. Strategies for personal and professional self-evaluation and implications for practice  
    2.1.k Exams; PIPR Paper

12. Self-care strategies appropriate to the counselor role  
    2.1.l Exams; PIPR Paper

13. The role of counseling supervision in the profession  
    2.1.m Exams

Note. Professional Identity and Professional Responsibilities Paper = PIPR Paper; Reading Assignment = RA Assg.
COURSE FORMAT AND METHODS OF INSTRUCTION

The course is conducted using lecture, small and large group discussion, and activities aimed at emphasizing course content. Students are encouraged to be active participants. As noted in the previous section, the activities and objectives of the course are aligned with the CACREP standards.

MATERIALS AND RESOURCES


**Other Materials:** Additional readings will occasionally be assigned to supplement the textbook readings and to provide updates on current trends and issues. Note that quiz and exam content may also come from additional readings.

Accommodations:

The University of Wisconsin-Madison supports the right of all students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me, the course instructor, of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will then work either directly with the you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.

COURSE REQUIREMENTS

Assignments & Points

<table>
<thead>
<tr>
<th>Point Scale:</th>
<th>Points/each</th>
<th>Total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Assignments (4 - drop one)</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Reading assignments (8)</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>Professional Identity and Responsibility Paper</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Exam One</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Exam Two</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Grading Scale:

You are responsible for your own grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

94 % - 100 % or 94 - 100 points = A
87 % - 93 % or 87 - 93 points = AB
82 % - 86 % or 80 - 86 points = B
77 % - 81 % or 73 - 79 points = BC
70 % - 76 % or 66 - 72 points = C*
60 % - 69 % or 60 - 65 points = D*
00 % - 59 % or 00 - 59 points = F*

Note: I do not round decimal points at the end of the semester. Thus, a score of 93.9 receives an AB while a score of 94.00 receives an A.

* Students performing at this level should have contact with the instructor to determine a plan for improvement.

Late Assignments All written assignments are due before the start of class (2:25pm) on the day they are due. Late assignments will receive an automatic 15% grade deduction for each day of the first two days an assignment is overdue and a 5% grade deduction for each day that it is late thereafter. Extenuating circumstances (e.g. death in family, hospitalization, etc.) with documentation may serve to reduce this deduction.

DESCRIPTION OF ASSIGNMENTS

IN-CLASS ASSIGNMENTS (6 points)

There will be a total of FOUR in-class assignments during the course of the semester. You are able to miss one and still receive full credit. These in-class assignments will be completed in class on the day assigned. In-class assignments are designed to facilitate the learning of course material.

No makeup work is allowed for in-class assignments.

READING ASSIGNMENTS (32 points)

Students will complete these assignments nearly every week that reading is assigned during the course of the semester. Each weekly assignment will be announced and defined one week prior to the date that it is due; assignments (either quiz, reflection paper, or other text activity) must then be submitted before the beginning of the next class. Although open-book, these
assignments must be completed individually rather than in groups. These activities are designed to reward reading of class material prior to discussing it in class, to aid class discussion, and to facilitate retention of the material.

When the weekly assignment is a quiz, it could include multiple choice, true-false, and fill-in-the-blank. Quizzes are open book and can be taken up to two times within the dates assigned. If taken twice, you will be awarded the highest of the two quiz scores.

The nature of the other text activity assignments will vary and will be based on the assigned reading.

*Quizzes and text activities completed after the beginning of class will not be accepted*

**EXAMS (42 points)**

Both exams will cover all assigned readings and class content up to that point in the class. This means that the final exam will be comprehensive. The exams may include fill in the blank, multiple choice, short answer and/or essay.

Exceptions for completing the examinations on the assigned date must be worked out prior to the exam date.

**Professional Identity, Ethics, and Responsibility Paper (20 points)**

Each student will write an APA (Sixth Edition) style paper approximately 12 - 18 pages in length (double spaced) on the professional identity and professional responsibilities of a counselor.

More details will be provided on the Canvas course site.
## COURSE SCHEDULE AND DUE DATES:

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Assigned Readings</th>
<th>Topics &amp; Discussion</th>
<th>Assignments &amp; Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: 9.06.16</td>
<td>No Assigned Readings</td>
<td>Introduction to the Course</td>
<td></td>
</tr>
<tr>
<td>2: 9.13.16</td>
<td>Neukrug (Ch 1 &amp; 2)</td>
<td>Introduction to the field of Counseling Professional Associations</td>
<td></td>
</tr>
<tr>
<td>3: 9.20.16</td>
<td>Neukrug (Ch 4 &amp; 5)</td>
<td>Precursors to Counseling Specializations History of the Counseling Profession</td>
<td></td>
</tr>
<tr>
<td>4: 9.27.16</td>
<td>Neukrug (Ch 7 &amp; 8)</td>
<td>Accreditation in Counseling Credentialing in Counseling</td>
<td>RA 1</td>
</tr>
<tr>
<td>6: 10.11.16</td>
<td>Neukrug (Ch 6)</td>
<td>Current Issues and Trends in Counseling</td>
<td>RA 3</td>
</tr>
<tr>
<td>7: 10.18.16</td>
<td>No Readings</td>
<td></td>
<td>Exam One</td>
</tr>
<tr>
<td>8: 10.25.16</td>
<td>Chronister et al., 2016 Neukrug (Ch 3)</td>
<td>Roles and Functions of Counselors Characteristics of Effective Counselors</td>
<td></td>
</tr>
<tr>
<td>9: 11.01.16</td>
<td>Neukrug (Ch 9)</td>
<td>Why Ethics? Limits of Ethical Training</td>
<td>RA 4</td>
</tr>
<tr>
<td>13: 11.29.16</td>
<td>Neukrug (Ch 10) Gibson (2013)</td>
<td>Multicultural Counseling and Social Justice Advocacy counseling</td>
<td>RA 8</td>
</tr>
<tr>
<td>14: 12.06.16</td>
<td>Young &amp; Basham (2013) Neukrug (Afterword)</td>
<td>Consultation and Supervision Entering the Profession</td>
<td></td>
</tr>
<tr>
<td>15: 12.13.16</td>
<td>Exam Two</td>
<td></td>
<td>Exam Two</td>
</tr>
</tbody>
</table>

12. 20.16 – Professional Identity and Professional Responsibility Paper Due

Please note that this syllabus is subject to change with notice.

RA = Reading Assignments