Meeting Time and Location: Wednesdays 2:00-5:00 pm, Educational Science 212
Canvas URL: https://canvas.wisc.edu/courses/170701

Instructor: Xiaolei Tang, MS, CRC  
xtang54@wisc.edu  
My Office Hours: By Appointment

Teaching Assistant: Stuart Rumrill, MS, CRC  
rumrill@wisc.edu  
TA Office Hours: By Appointment

COURSE DESCRIPTION

Provides a broad understanding of professional counselor roles and functions. Also provides a broad understanding of the ethical and legal standards for professional counselors. Students will familiarize themselves with the ACA Code of Ethics, as well as with credentialing standards and organizations relevant to the practice of mental health counseling.

COURSE OVERVIEW

Rehabilitation Psychology and Special Education/Counseling Psychology 730 is a 3-credit course provides an orientation to the professional life, goals, and objectives of the counselor that support the development of professional identity.

Learning Outcomes

A primary objective of the course is to provide instruction in the profession’s ethical codes and factors that influence ethical decision-making.

Students will:

1. Define key terms in counseling.
2. Learn brief history of counseling as well as of social work, psychology, and psychiatry to examine how these fields have had an impact on the counseling profession.
3. Identify different kinds of counselors and their professional organizations.
4. Understand the structure of a profession.
5. Examine 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.

7. Examine accreditation practices in the counseling profession with a particular emphasis on the Council for Accreditation of Counseling and Related Educational Professions (CACREP).
8. Review accreditation in related professions.
9. Define values and morality and to understand their place in the development of ethical codes.
10. Review different kinds of ethical decision-making models and examine important legal and professional concerns related to ethical decision-making.
11. Define multicultural counseling and social justice work and provide conceptual models for working with clients from non-dominant groups.
12. Examine the Multicultural Counseling Competencies and the Advocacy Competencies.
13. Discuss important points to consider when choosing a graduate school or applying for a job.

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.

**CACREP STANDARDS MET BY COURSE**

<table>
<thead>
<tr>
<th>Standard</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>Counselor’s Oath</td>
</tr>
<tr>
<td>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</td>
<td>2.1.b</td>
<td>Counselor’s Oath</td>
</tr>
<tr>
<td>3. Counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</td>
<td>2.1.c</td>
<td>Counselor’s Oath</td>
</tr>
<tr>
<td>4. The role and process of the professional counselor advocating on behalf of the profession</td>
<td>2.F.1.d</td>
<td>Counselor’s Oath</td>
</tr>
</tbody>
</table>
5. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients 2.F.1.e Presentations

6. Professional counseling organizations, including membership benefits, activities, services to members, and current issues 2.F.1.f Presentations

7. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues 2.F.1.g Presentations

8. Current labor market information relevant to opportunities for practice within the counseling profession 2.F.1.h Presentations

9. Ethical standards of the professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling 2.F.1.i RA, Presentations, Ethics in the News

10. Technology’s impact on the counseling profession 2.F.1.j Presentations

11. Strategies for personal and professional self-evaluation and implications for practice 2.F.1.k Presentations, Ethics in the News

12. Self-care strategies appropriate to the counselor role 2.F.1.l Presentations, Ethics in the News

13. The role of counseling supervision in the profession 2.F.1.m RA, Presentations

Note. Reading Assignment = RA.

COURSE FORMAT AND METHODS OF INSTRUCTION

The face-to-face 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.

This class meets for one 180-minute class period each week over the fall/spring semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc.) for about 6 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

Course Requisites: None
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.

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

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.

Diversity and Inclusion

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and
opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” https://diversity.wisc.edu/

**COURSE REQUIREMENTS**

**Assignments & Points**

<table>
<thead>
<tr>
<th>Point Scale</th>
<th>Points/each</th>
<th>Total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics in the News</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Reading assignments (5)</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Counselor’s Oath</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Ethics Presentation</td>
<td>30</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 82 - 86 points = B  
77 % - 81 % or 77 - 81 points = BC  
70 % - 76 % or 70 - 76 points = C*  
60 % - 69 % or 60 - 69 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 30 minutes before the start of class (1:30pm) 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

ETHICS (OR THE LACK THEREOF) IN THE NEWS (15 points)

Ethics, perhaps even more than sound logic and use of ethical decision-making models, is appreciating the fact that good people do bad things and our own potential for good or bad.

For this assignment, you will find and briefly report on an ethical dilemma from the news. Of course, if it made the news it is typically because there was a terrible ethical failure, an inspiring ethical triumph, or because you looked up a news story from the Preston Citizen in my small hometown, which sometimes struggle to find actual news.

The story you find doesn’t have to be specific to counseling as long as it conveys something transferable to our profession.

READING ASSIGNMENTS (30 points)

Students will complete reading assignments for most of the weeks that reading are assigned. Each reading 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 prior to the beginning of the next class. Although open-book, these assignments must be completed individually rather than in groups. These activities are designed to encourage and 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.

Reading Assignments completed after the beginning of class will typically not be accepted unless an exception is granted prior to the due date

PERSONAL COUNSELOR’S OATH (25 points)

It is common practice for some professionals to take an oath before beginning their practice. For instance, a modernized version of the Hippocratic oath is taken by physicians and an oath of office is taken by politicians to initiate their practice. Even business management training
programs have begun to apply oaths to their MBA students as part of their preparation and education.

As counselors, we also commit to live up to high ethical standards when we become certified or, sometimes, as part of our membership in a professional association. However, these codes are hard to internalize for their length and complexity.

For this class, you will create and take your own counselor’s oath. I ask you to follow the format provided at this link or that of a relevant oath of your choosing. Regardless, your oath must be brief and in bullet point format. You will have two primary sections to your oath. The first must include a minimum of two bullet points describing your perceived purpose as a counselor. The second must include a minimum of five bullet points describing what you will promise to yourself and to society in your ethical practice.

ETHICS PRESENTATION (30 points)

Each member of the class will have an opportunity to present on an ethical dilemma related to counseling education, research, or practice. In groups of two or three, you will accomplish a minimum of the following:

- Provide a word document describing the ethical dilemma you will be presenting on to the class Canvas website at least 24-hours prior to the start of the class in which you will present. (Do not provide any guidance or solutions for resolving the ethical dilemma in this document.)
- Guide a class discussion of the ethical dilemma and the potential approaches for handling it
- After the class discussion, share all applicable sections of ethical codes with the class and add any final thoughts to the class’ solutions.
### 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: 9.4.19</td>
<td>No Assigned Readings</td>
<td>Introduction to the Course and to the Field of Counseling</td>
<td></td>
</tr>
<tr>
<td>2: 9.11.19</td>
<td>R&amp;H (Ch 2)</td>
<td>Professional Identity and Organizations (Guest Speaker: Dr. David Rosenthal)</td>
<td></td>
</tr>
<tr>
<td>3: 9.18.19</td>
<td>R&amp;H (Ch 3)</td>
<td>Multicultural Competence and Social Justice</td>
<td>RA 1</td>
</tr>
<tr>
<td>5: 10.2.19</td>
<td>R&amp;H 1 ACA Code of Ethics</td>
<td>Overview of Ethics and Legal Issues in Counseling</td>
<td></td>
</tr>
<tr>
<td>6: 10.9.19</td>
<td>Bazerman &amp; Gino (2012)</td>
<td>Behavioral Ethics and its importance in counseling</td>
<td>Group 1</td>
</tr>
<tr>
<td>7: 10.16.19</td>
<td>R&amp;H (Ch 4)</td>
<td>Client Rights and Counselor Responsibilities</td>
<td>RA 2 Group 2</td>
</tr>
<tr>
<td>8: 10.23.19</td>
<td>R&amp;H (Ch 5)</td>
<td>Confidentiality and Privileged Communication</td>
<td>RA 3 Group 3</td>
</tr>
<tr>
<td>9: 10.30.19</td>
<td>R&amp;H (Ch 6 &amp; 8)</td>
<td>Records and Subpoenas Malpractice and Resolving Challenges</td>
<td>Group 4</td>
</tr>
<tr>
<td>10: 11.6.19</td>
<td>R&amp;H (Ch 11 &amp; 7)</td>
<td>Counseling Children and Vulnerable Adults Competence, Assessment, and Diagnosis</td>
<td>RA 4 Group 5</td>
</tr>
<tr>
<td>11: 11.13.19</td>
<td>R&amp;H (Ch 9 &amp; 12)</td>
<td>Boundary Issues Counseling Families and Groups</td>
<td>RA 5 Group 6</td>
</tr>
<tr>
<td>12: 11.20.19</td>
<td>R&amp;H (Ch 10 &amp; 13)</td>
<td>Technology in Counseling Professional Relationships</td>
<td>Group 7</td>
</tr>
<tr>
<td>13: 11.27.19</td>
<td></td>
<td>No Class: Happy Thanksgiving!</td>
<td></td>
</tr>
<tr>
<td>14: 12.4.19</td>
<td>R&amp;H (Ch 14 &amp; 15)</td>
<td>Issues in Counselor Education Supervision and Consultation</td>
<td>Group 8</td>
</tr>
<tr>
<td>15: 12.11.19</td>
<td>Neukrug (Afterword)</td>
<td>Entering the Profession &amp; Counselor’s Oath Discussion</td>
<td>Counselor Oath</td>
</tr>
</tbody>
</table>

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

RA = Reading Assignments
RP/CP 730 Professional Counseling Orientation
Additional Readings and Resources

American Counseling Association (ACA) website:  
http://www.counseling.org/

ACA Code of Ethics and related resources  
http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources

Association for Counselor Education and Supervision (ACES) website  
http://www.acesonline.net/

American Mental Health Counselors Association (AMHCA) website  
http://www.amhca.org/

American School Counselor Association (ASCA) website  
http://www.schoolcounselor.org/

National Board of Certified Counselors (NBCC) website  
http://www.nbcc.org/

Council for Accreditation of Counseling & Related Educational Programs (CACREP) website  
http://www.cacrep.org/

Masters in Psychology and Counseling Accreditation Council (MPCAC) website  
http://www.mpcacaccreditation.org/

Master’s Handbook for Department of Counseling Psychology  

Wisconsin statutes and administrative code relating to the practice of professional counseling.  
https://docs.legis.wisconsin.gov/statutes/statutes/457

http://www.counseling.org/docs/licensure/principles-for-unifying-and-strengthening-the-profession.pdf?sfvrsn=0