

TENNESSEE TECH UNIVERSITY  
COLLEGE OF EDUCATION  
DEPARTMENT OF COUNSELING AND PSYCHOLOGY  
COUN 6300-001: INTRODUCTION TO COUNSELING:  
FOUNDATIONS, ETHICS, & LEGAL ISSUES

Meeting Time: Tuesdays 5 PM – 7 PM (TJ Farr, Room 308) and Online (Quizzes and Discussion Postings)

Meeting Place: TJ Farr Room 308 and Web-based (Quizzes and Discussion Posts)

Fall 2021, 3 credit hours

### INSTRUCTOR INFORMATION

Instructor's Name: Wesley B. Webber, Ph.D., NCC

Office: TJ Farr 303E

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### OFFICE HOURS

By appointment

### COURSE INFORMATION

#### TTU COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.



### PREREQUISITES

- Admission to Graduate Counseling & Psychology Licensure Track Program or admission to TTU Counseling and Psychology Undergraduate Fast Track Program

## TEXTS AND REFERENCES

### Required Text:

Sheperis, D. S., Henning, S.L., & Kocet, M.M. (2015). *Ethical Decision Making for the 21<sup>st</sup> Century Counselor*. Thousand Oaks, CA: Sage Publishing.

### Recommended Text:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association.  
<https://doi.org/10.1037/0000165-000>

**Additional Assigned Readings:** Any additional readings will be available in electronic format on iLearn.

## COURSE DESCRIPTION

Introductory course for all counseling majors. Overview of philosophy, basic elements, ethics, and principles of counseling. Knowledge of ethical standards of practice and legal issues in counseling.

## Tk20 AT TTU

TTU's College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage student transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. The one-time-only system cost is \$185.35 without sales tax at the university bookstore or \$142 plus sales tax (based on billing address ZIP code) if purchased through Tk20 (financial aid will pay for the account if purchased through the bookstore). Your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. Access the [TTU Tk20 website](#) for more details.

**COURSE CACREP OBJECTIVES/STUDENT LEARNING OUTCOMES**

**Professional Counseling Identity**

<b>Standard</b>	<b>Content/ Reading</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>CPCE/NCE test/area</b>
2.F.1.a Students will describe the history and philosophy of the counseling profession and its specialty areas.	Lectures, Class Discussion	Discussion Posts	Professional Identity Paper	C3: Helping Relationship; C8: Professional Orientation and Ethical Practice / NCE: Helping Relationships; Professional Orientation and Ethical Practice
2.F.1.b Students will describe the multiple professional 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.	Sheperis et al. (2015) Chapters 6, 7, 9, and 11	Discussion Posts	Status of Mental Health Services Paper	C3: Helping Relationship; C8: Professional Orientation and Ethical Practice / NCE: Helping Relationships; Professional Orientation and Ethical Practice; Professional Practice
2.F.1.d Students will describe the role and process of the professional advocating on behalf of the profession.	Sheperis et al. (2015) Chapters 11 and 14	Discussion Posts	Professional Membership Rationale Paper	C3: Helping Relationship; C8: Professional Orientation and Ethical Practice / NCE: Helping Relationships; Professional Orientation and Ethical Practice; Professional Practice
2.F.1.f Students will describe the role professional organizations, including membership benefits, activities, services to members, and current issues.	Sheperis et al. (2015) Chapter 11	Discussion Posts	Professional Membership Rationale Paper	C3: Helping Relationship; C8: Professional Orientation and Ethical Practice / NCE: Helping Relationships; Professional Orientation and Ethical Practice

Standard	Content/ Reading	Formative Assessment	Summative Assessment	CPCE/NCE test/area
2.F.1.g Students will demonstrate understanding of the professional counseling credentialing process including certification, licensure, and accreditation practices and standards, and the effect of public policy on these issues.	Sheperis et al. (2015) Chapters 11 and 14	Discussion Posts	Licensure Paper and Critique of Board Meeting Paper	C8: Professional Orientation and Ethical Practice / NCE: Helping Relationships; Professional Orientation and Ethical Practice; Professional Practice; Professional Development, Supervision and Consultation
2.F.1.h Students will identify current labor market information relevant to opportunities for practice within the counseling profession.	Lectures, Class Discussion	Classroom Activities, Discussion Posts	Status of Mental Health Services Paper	C8: Professional Orientation and Ethical Practice / NCE: Helping Relationships; Professional Orientation and Ethical Practice; Professional Practice; Professional Development, Supervision and Consultation
2.F.1.i Students will demonstrate understanding of the ethical standards of professional counseling organizations and credentialing bodies, and application of ethical standards and legal considerations in professional counseling.	Sheperis et al. (2015) Chapters 1 - 4, 6, 8, and 11-13	Classroom Activities, Quizzes, and Discussion Posts	Licensure Paper and Critique of Board Meeting Paper	C8: Professional Orientation and Ethical Practice / NCE: Helping Relationships; Professional Orientation and Ethical Practice; Professional Practice; Professional Development, Supervision and Consultation
2.F.1.j Students will identify technology's impact on the counseling profession.	Lectures, Class Discussion	Classroom Activities, Quizzes, and Discussion Posts	Status of Mental Health Services Paper	C8: Professional Orientation and Ethical Practice / NCE: Helping Relationships; Professional Orientation and Ethical Practice; Professional Practice; Professional Development, Supervision and Consultation
2.F.1.k Students will demonstrate strategies for personal and professional self-evaluation and implications for practice.	Lectures, Class Discussion	Classroom activities, MEPS Survey, Discussion Posts	Self-care Plan Paper	C8: Professional Orientation and Ethical Practice / NCE: Professional Orientation and Ethical Practice; Professional Practice; Professional Development, Supervision and Consultation

Standard	Content/ Reading	Formative Assessment	Summative Assessment	CPCE/NCE test/area
2.F.1.1 Students will demonstrate a plan for self-care strategies appropriate to the counselor role.	Sheperis et al. (2015) Chapters 5 and 11	Classroom activities, MEPS Survey, Discussion Posts	Self-care Plan Paper	C8: Professional Orientation and Ethical Practice / NCE: Professional Orientation and Ethical Practice; Professional Practice; Professional Development, Supervision and Consultation
2.F.1.m Students will demonstrate understanding of role of supervision in the counseling profession.	Sheperis et al. (2015) Chapter 11	Classroom Activities, Quizzes, Discussion Posts	Helping Professional Interview Paper	C8: Professional Orientation and Ethical Practice / NCE: Helping Relationships; Professional Orientation and Ethical Practice; Professional Practice; Professional Development, Supervision and Consultation

### Clinical Mental Health Counseling

Standard	Content/ Reading	Formative Assessment	Summative Assessment	CPCE/NCE test/area
5.C.1.a Students will describe the history and development of clinical mental health counseling.	Sheperis et al. (2015) Chapter 12	Discussion Posts	Professional Identity Paper	C8: Professional Orientation and Ethical Practice / NCE: Professional Development, Supervision and Consultation
5.C.2.a Students will demonstrate understanding of the roles and settings of clinical mental health counselors.	Sheperis et al. (2015) Chapter 9	Discussion Posts	Helping Professional Interview Paper	C8: Professional Orientation and Ethical Practice / NCE: Helping Relationships; Professional Orientation and Ethical Practice; Professional Practice; Professional Development, Supervision and Consultation
5.C.2.c Students will demonstrate understanding of mental health delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.	Lectures, Class Discussion	Discussion Posts	Status of Mental Health Services Paper	C8: Professional Orientation and Ethical Practice / NCE: Helping Relationships; Professional Orientation and Ethical Practice; Professional Practice; Professional Development, Supervision and Consultation

Standard	Content/ Reading	Formative Assessment	Summative Assessment	CPCE/NCE test/area
5.C.2.i Students will demonstrate understanding of legislative and government policy relevant to clinical mental health counseling.	Lectures, Class Discussion	Classroom Activities and Discussion Posts	Licensure Paper and Critique of Board Meeting Paper	C8: Professional Orientation and Ethical Practice / NCE: Helping Relationships; Professional Orientation and Ethical Practice; Professional Practice; Professional Development, Supervision and Consultation
5.C.2.k Students will demonstrate understanding of professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	Lectures, Class Discussion	Discussion Posts	Professional Identity Paper	C8: Professional Orientation and Ethical Practice / NCE: Helping Relationships; Professional Orientation and Ethical Practice; Professional Practice; Professional Development, Supervision and Consultation
5.C.2.l Students will demonstrate understanding of legal and ethical considerations specific to clinical mental health counseling	Sheperis et al. (2015) Chapters 1-4, 6-8, and 12-13	Classroom Activities, Quizzes, and Discussion Posts	Licensure Paper and Critique of Board Meeting Paper	C8: Professional Orientation and Ethical Practice / NCE: Helping Relationships; Professional Orientation and Ethical Practice; Professional Practice; Professional Development, Supervision and Consultation

### School Counseling

Standard	Content/ Reading	Formative Assessment	Summative Assessment	CPCE/NCE test/area
5.G.1.a Students will describe the history and development of school counseling.	Lectures, Class Discussion	Discussion Posts	Professional Identity Paper	C8: Professional Orientation and Ethical Practice / NCE: Helping Relationships; Professional Orientation and Ethical Practice; Professional Practice; Professional Development, Supervision and Consultation
5.G.2.k Students will identify community resources and referral sources.	Lectures, Class Discussion	Discussion Posts and Classroom Activities	Status of Mental Health Services Paper	C8: Professional Orientation and Ethical Practice / NCE: Helping Relationships; Professional Orientation and Ethical Practice; Professional Practice; Professional

Standard	Content/ Reading	Formative Assessment	Summative Assessment	CPCE/NCE test/area
				Development, Supervision and Consultation
5.G.2.1 Students will demonstrate understanding of professional organizations, preparation standards, and credentials relevant to the practice of school counseling	Lectures, Class Discussion	Discussion Posts	Professional Identity Paper	C8: Professional Orientation and Ethical Practice / NCE: Helping Relationships; Professional Orientation and Ethical Practice; Professional Practice; Professional Development, Supervision and Consultation
5.G.2.n Students will demonstrate understanding of legal and ethical considerations specific to school counseling	Lectures, Class Discussion	Classroom Activities, Quizzes, and Discussion Posts	Licensure Paper and Critique of Board Meeting Paper	C8: Professional Orientation and Ethical Practice / NCE: Helping Relationships; Professional Orientation and Ethical Practice; Professional Practice; Professional Development, Supervision and Consultation

### MAJOR TEACHING METHODS

Demonstrations, lecture, class discussions, classroom experiential activities, reading and writing assignments, videos, use of Internet resources, and case studies.

### SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS

Students will submit all assignments through iLearn (and TK20 for class papers).

### TOPICS TO BE COVERED

- I. Foundations
  - a. Introduction to the Helping Professions
  - b. History of the Counseling/Psychology Profession
  - c. Definition of Counseling, Historical Philosophical Foundations
  - d. The Requirements for Becoming a Mental Health Counselor, School Counselor, & School Psychologist
  - e. Getting the most out of your Graduate program
  - f. Maintaining your Wellness as a Graduate Student & as a Counselor
- II. Ethics & Legal Issues
  - a. Introduction to Professional Ethics
  - b. The Counselor as a Person and as a Professional
  - c. Values and the Helping Relationship
  - d. Multicultural Perspectives and Diversity Issues

- e. Client Rights and Counselor Responsibilities
- f. Confidentiality: Ethical and Legal Issues
- g. Managing Boundaries and Multiple Relationships
- h. Professional Competence and Training
- i. Ethical Issues in Supervision
- j. Issues in Theory and Practice
- k. Ethical Issues in Couples and Family Therapy
- l. Ethical Issues in Group Work
- m. Community and Social Justice Perspectives

## **GRADING AND EVALUATION PROCEDURES**

### **GRADING SCALE**

The student's final letter grade in the course will be derived using the following scale:

<b>Letter Grade</b>	<b>Grade Range</b>
A	93 – 100 %
B	85 – 92 %
C	77 – 84 %
D	69 – 76 %
F	68 % and below

## **COURSE POLICIES**

### **ATTENDANCE POLICY**

Attending class sessions and engaging in discussions is an important part of doing well in the course. If you need to miss more than one class, let the instructor know so that you can ensure your continued success in the course.

### **CLASS PARTICIPATION**

Students are expected to actively participate in class. Each student is expected to carefully read the texts, articles, and all assignments. Readings are the student's responsibility and must be completed prior to class, for demonstration/discussion/seminar will parallel the text, but not necessarily duplicate it.

### **COPYRIGHT AND FAIR USE**

All projects created in this course should follow appropriate [copyright and fair use policy](#). *Please note:* TTU personnel may display your work created during the scope of this course during accreditation, conference presentations, workshops, and/or future classes.

### **ASSIGNMENTS AND RELATED POLICY**

All assignments are due on time as outlined on the schedule.



1. Assignments turned in late will result in a loss of 10 percent of the total assigned value for the assignment. Assignments turned in beyond one week of the due date are accepted only at the discretion of the course instructor.
2. See Course Schedule for detailed explanations.

### **STUDENT ACADEMIC MISCONDUCT POLICY**

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – [Student Academic Misconduct at Policy Central](#).

Please note self-plagiarism will also not be allowed. Students cannot submit course work from another class for an assignment in this course. Self-plagiarism will result in a loss of all assignment points.

### **DISABILITY ACCOMMODATION**

Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 931-372-6119. For details, view the Tennessee Tech's Policy 340 – [Services for Students with Disabilities at Policy Central](#).

### **RECORDING**

This class may be recorded by video and/or audio. The video and audio recording is used for educational purposes and may be made available to all students presently enrolled in the course and to school officials with a legitimate educational interest in reviewing the recording.

### **COVID – 19**

COVID-19 University Protocols

1. Each student must take personal responsibility for knowing and following the university's COVID-19 protocols. Students are expected to follow all COVID-19 directives published by Tennessee Tech on its official COVID-19 webpage: [www.tntech.edu/covid19](http://www.tntech.edu/covid19).
2. As conditions related to the pandemic change, the university's COVID-19 protocols are also likely to change. Students are expected to monitor the university's official COVID-19 webpage to stay up to date on all university COVID-19 protocols.
3. If the university's COVID-19 protocols include the wearing of face coverings inside campus facilities, then face coverings must be worn covering the mouth and nose. Protocols will apply to all vaccinated and unvaccinated individuals.
4. Students who refuse to comply with university protocols will be reported to the Tennessee Tech Dean of Students.

5. Students should direct all requests for excused class absences related to COVID-19 to Tennessee Tech's Health Services by following the student link at the following website: [www.tntech.edu/covid19/report.php](http://www.tntech.edu/covid19/report.php) . The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.
6. Students can get a COVID-19 vaccine on campus at Tech Health Services. Call ahead to schedule at (931) 372-3320. COVID-19 vaccines are given free of charge daily, as well as testing.
7. Per CDC guidelines, you are considered fully vaccinated:
  - 2 weeks after your second dose in a 2-dose series, such as the Pfizer or Moderna vaccines, OR
  - 2 weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine

## **LINKS AND RESOURCES**

### **COUNSELING STANDARDS LINKS**

Use the following links to access the: [2016 CACREP Standards](#) and [TTU Conceptual Framework Alignment Table](#)

### **TTU LIBRARY ONLINE ACCESS**

The Tennessee Tech Library is available to all students enrolled at TTU. Links to the library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources are available to complete assignments. To access the online databases, use your TTU PC Lab username and password. Visit the ITS site to find out [more about initializing your TTU account or resetting your password](#).

More information on electronic media is available at the [TTU Volpe Library](#).

## ASSIGNMENT & COURSE SCHEDULE

### *INTRODUCTION TO COUNSELING: FOUNDATIONS, ETHICS, & LEGAL ISSUES*

Week	Class Date	Content	Assignments Due	Readings
1	8/24	Introduction, Course Overview and Syllabus  Tk20, iLearn, and APA requirements		<i>Syllabus</i>
2	8/31	Introduction to the Helping Professions  The Requirements for Becoming a Mental Health Counselor, School Counselor, & School Psychologist  Introduction to Professional Ethics	<ul style="list-style-type: none"> <li>• <b>Discussion 1 Posting Due By 8/29 at 5 PM</b></li> <li>• <b>Responses to two classmates' Discussion 1 Postings due by class time</b></li> </ul>	Sheperis, et al.: Chapter 1  2014 ACA Code of Ethics
3	9/7	Ethical Decision- Making Models  Getting the most out of your Graduate program  Maintaining your Wellness as a Graduate Student & as a Counselor Self-care	<ul style="list-style-type: none"> <li>• <b>Discussion 2 Posting Due By 9/5 at 5 PM</b></li> <li>• <b>Responses to two classmates' Discussion 2 Postings due by class time</b></li> <li>• <b>MEPS Survey (in class)</b></li> </ul>	Sheperis, et al.: Chapter 2
4	9/14	The Counselor as a Person and as a Professional	<ul style="list-style-type: none"> <li>• <b>Discussion 3 Posting Due by 9/12 at 5 PM</b></li> </ul>	Assigned articles

			<ul style="list-style-type: none"> <li>• <b>Quiz 1 and two responses to classmates' Discussion 3 Postings due by class time</b></li> </ul>	
5	9/21	Multicultural Perspectives and Diversity Issues	<ul style="list-style-type: none"> <li>• <b>Discussion 4 Posting Due by 9/19 at 5 PM</b></li> <li>• <b>Quiz 2 and two responses to classmates' Discussion 4 Postings due by class time</b></li> </ul>	Sheperis, et al.: Chapter 3
6	9/28	Relational Ethical Decision Making  Client Rights and Counselor Responsibilities	<ul style="list-style-type: none"> <li>• <b>Licensure Paper and Critique of BOE Meeting Paper due by 9/28 before midnight</b></li> <li>• <b>Quiz 3 due by class time</b></li> </ul>	Sheperis, et al.: Chapter 4  Sheperis, et al.: Chapter 5
7	10/5	Informed Consent  Confidentiality and Record Keeping	<ul style="list-style-type: none"> <li>• <b>Discussion 5 Posting Due by 10/3 at 5 PM</b></li> <li>• <b>Quiz 4 and two responses to classmates' Discussion 5 Postings due by class time</b></li> </ul>	Sheperis, et al.: Chapter 6 Sheperis, et al.: Chapter 7
8	10/12– NO CLASS	<b>NO CLASS MEETING</b>		
9	10/19	Managing Boundaries and Multiple Relationships  Working with Minors	<ul style="list-style-type: none"> <li>• <b>Professional Identity Paper Due 10/19 before midnight</b></li> <li>• <b>Discussion 6 Posting Due by 10/17 at 5 PM</b></li> <li>• <b>Quiz 5 and two responses to classmates' Discussion 6 Postings due by class time</b></li> </ul>	Sheperis, et al.: Chapter 8 Sheperis, et al.: Chapter 9

10	10/26	Professional Competence and Training Ethical Issues in Couples and Family Therapy  Ethical Issues in Group Work	<ul style="list-style-type: none"> <li>• <b>Discussion 7 Posting Due by 10/24 at 5 PM</b></li> <li>• <b>Quiz 6 and two responses to classmates' Discussion 7 Postings due by class time</b></li> </ul>	Sheperis, et al.: Chapter 10
11	11/2	Counselor Education and Supervision	<ul style="list-style-type: none"> <li>• <b>Helping Professional Interview Paper Due 11/2 before midnight</b></li> <li>• <b>Quiz 7 due by class time</b></li> </ul>	Sheperis, et al.: Chapter 11
12	11/9	Challenges to Ethical Practice in the 21 <sup>st</sup> Century	<ul style="list-style-type: none"> <li>• <b>Discussion 8 Posting Due by 11/7 at 5 PM</b></li> <li>• <b>Quiz 8 and two responses to classmates' Discussion 8 Postings due by class time</b></li> </ul>	Sheperis, et al.: Chapter 12
13	11/16	Resolving Ethical Issues	<ul style="list-style-type: none"> <li>• <b>Professional Membership Rationale Paper Due 11/16 before midnight</b></li> <li>• <b>Discussion 9 Posting Due by 11/14 at 5 PM</b></li> <li>• <b>Quiz 9 and two responses to classmates' Discussion 9 Postings due by class time</b></li> </ul>	Sheperis, et al.: Chapter 13
14	11/23– NO CLASS	<b>NO CLASS MEETING</b>		
15	11/30	Social Justice and Advocacy	<ul style="list-style-type: none"> <li>• <b>Self-care Plan Paper due by 11/30 before midnight</b></li> <li>• <b>Discussion 10 Posting</b></li> </ul>	Sheperis, et al.: Chapter 14

			<b>Due by 11/29 at 5 PM</b> <ul style="list-style-type: none"> <li>• <b>Quiz 10 and two responses to classmates' Discussion 10 Postings due by class time</b></li> </ul>	
16	12/7	Jeopardy!		
17	<b>Finals Week</b> 12/10-12/15 (NO CLASS)	<b>FINAL WEEK</b> (NO CLASS MEETING)	<ul style="list-style-type: none"> <li>• <b>Status of Mental Health Services Paper due by 12/10 by 8 PM</b></li> </ul>	

**\*\*This schedule is tentative, thus it may be subject to change.\*\***

#### EVALUATION AND ASSESSMENT PROCEDURES

<b>Assignment</b>	<b>Percentage</b>
Quizzes	10 %
Discussion Postings	10 %
Licensure Paper and Critique of BOE Meeting	14 %
Professional Identity Paper	14%
Helping Professional Interview Paper	14%
Professional Membership Rationale Paper	10%
Self-Care Plan Paper	14%
Status of Mental Health Services Paper	14%
<b>Total</b>	<b>100%</b>

## ASSIGNMENTS

### 1. Discussion Postings

You will participate in discussion threads across the semester in iLearn. For each discussion thread, you will first read or view any materials referenced in the discussion prompt and then make your own posting in response to the discussion prompt. This initial posting is due 48 hours prior to the next class meeting (unless otherwise noted on the schedule; see course schedule for specific due dates). After having made your post and prior to the next class meeting, you will post responses to two of your classmates' postings that are of interest to you. Points are given on these assignments based on your displayed integration of course materials/experiences and the thoughtfulness of your reflections. Your own postings as well as your responses to others' postings should be between one paragraph and one page in length.

### 2. Quizzes

You will complete quizzes on foundational topics, ethics, and legal issues in counseling on iLearn across the semester. You are to complete these quizzes alone, without the assistance of any other person. See the course schedule for the quiz due dates.

### 3. Licensure Paper and Critique of BOE Meeting (minimum 5 pages, maximum 8)

This paper will have two sections. The first section will address your understanding of the licensure process for your profession. You must be specific and also address which aspects of the process you believe will be the most demanding for you personally. The second section of this paper will be a critique of a board meeting for the board of examiners in Professional Counselors and Therapists. The archived live-streamed meetings are available on the State of TN Department of Health Related Boards website. Please review the grading rubric for this assignment. Address the specific standards related to the assignment in your writing.

### 4. Professional Identity Paper (minimum 5 pages, maximum 8 pages)

1. What cultural identities, values, and experiences led you to consider a career in counseling?
2. Why do you view counseling/psychology as an important field today?
3. What are your thoughts about how people change?

4. Why did you choose your program of study?
5. What counseling settings and/or populations do you think you are interested in serving? Why?
6. What skills do you believe you already possess that will help you in this field? What skills do you hope to gain from this program?

This paper may be written in the first person, and you are not required to include references. However, utilize your best writing skills to create a personal and professional paper about why you chose the counseling profession. If you choose to include references, you must adhere to APA style. Please review the grading rubric for this assignment. Address the specific standards related to the assignment in your writing.

## **5. Helping Professional Interview Paper (minimum 5 pages, maximum 8)**

Conduct an interview with a counselor working in a professional counseling setting (e.g., school, agency, private practice, university). The counselor MUST be LPC, LPC-MHSP, or licensed school counselor or school psychologist. Submit a summary of the interview in which you discuss each of the following topics:

1. How long has the person been a helping professional?
2. Does the counselor or psychologist have a specialization or clinical focus, if so, what is it?
3. What led him or her to choose a career in the helping professions field?
4. What theory(ies) guide(s) the professional's practice?
5. What is his/her personal theory of how clients change?
6. What therapeutic techniques/counseling skills does he/she use with clients?
7. What are the common ethical issues or concerns the professional or her/his co-worker might experience?
8. In what ways does the professional utilize multicultural competencies in his/her work?
9. How does the professional see him/herself as an advocate in the counseling profession?
10. What are the personal "costs" of doing therapeutic work? What are the personal struggles the professional experiences?
11. What does he/she see as current issues that the profession is facing?
12. What s/he likes most (and least) about their work?
13. How did his/her training best and least prepare them for the realities of being a professional?
14. What has been the role of supervision in this person's professional development?
15. What advice would they offer you as a beginning counselor/psychologist-in-training?

Please also include a discussion of the professional's office/environment. What is it like? How do you think it would feel to be a client there?



The following questions are guides for your own reflection. Please include that reflection in your paper. Your reflections are to be the majority content for this paper.

- What did you learn about the counseling profession from your interview?
- What thoughts and feelings do you have about your future career as a counselor?

BE SURE TO SEND A THANK-YOU NOTE (\*\*NOT AN E-MAIL OR TEXT, BUT AN ACTUAL WRITTEN NOTE) TO THE INTERVIEWEE

Please review the grading rubric for this assignment. Address the specific standards related to the assignment in your writing.

### **6. Professional Membership Rationale Paper (minimum 3 pages, maximum 5)**

Students are required to select a professional association that displays their professional identity. Appropriate associations include: ACA – American Counseling Association; TCA – Tennessee Counseling Association; TLPCA – Tennessee Licensed Professional Counselor Association; TSCA – Tennessee School Counselor Association; NASP – National Association for School Psychologists; TASP – Tennessee Association for School Psychologists

The paper must discuss the student's professional identity and how membership within the chosen organization would help meet his/her goals. Please review the grading rubric for this assignment. Address the specific standards related to the assignment in your writing.

### **7. Self-Care Plan Paper (minimum 5 pages, maximum 8 pages)**

Graduate School can be exciting and wonderful, but it can also add some stress and challenge to your life. Fortunately, there are great services available at TTU and in the surrounding community to help you maintain your wellness during graduate school. In this activity, you will take the MEPS Survey and respond according to your reaction to the results of the survey and to your personal plan for addressing each of the four domains. Focus attention on the people, places, and things that likely have a dose effect relationship in mitigating the impact of stress in your life. Please review the grading rubric for this assignment. Address the specific standards related to the assignment in your writing.

## **8. Status of Mental Health Services Paper (minimum 5 pages, maximum 8 pages)**

Students will identify the range of mental health service delivery – such as inpatient, outpatient, partial treatment and aftercare – and the clinical mental health counseling network in their local community. Specific attention should be given to accessibility and continuum of care available to area residents. Barriers to services should also be addressed. Students will describe possible employment opportunities for professionals who provide counseling services. Students will demonstrate knowledge of public policies on local, state, and national levels that affect the quality and accessibility of mental health services. Students will also demonstrate knowledge of the impacts of technology in the counseling profession. The paper should address an area of advocacy that the student plans to embrace through the course of their professional development. Please review the grading rubric for this assignment. Address the specific standards related to the assignment in your writing.