COUN 5328: Foundations and Ethics In Clinical Mental Health Counseling
Fall 2015
Monday 5:00 p.m. – 7:45 p.m. | HPR 262

Instructor: Randall M. Moate, Ph.D., PC, NCC
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          rmoate@uttyler.edu

Office hours:  M (3:30pm – 5pm), W (3:30pm – 5pm)

Course Description
This course provides a survey of the practice of psychology and counseling from an ethical and legal perspective. Consideration is given to such things as the rules of the psychology and counseling boards, ethical case studies, and professional practices.

Student Learning Outcomes
After successful completion of this course the student will:

- Be familiar using and interpreting the American Counseling Association Code of Ethics, and be able to interpret and apply state and federal laws related to the provision of mental health services.
- Be familiar with state licensing requirements and issues (i.e., Licensed Professional Counselor)
- Understand and be able to discuss major ethical/legal principles and issues.
- Understand the importance of developing competence in providing services to culturally diverse clients.
- Demonstrate and increased understanding of the history and current status of the counseling field.
- Be able to engage in the process of ethical decision making.

Course Structure and Instructor Expectations
In this course class time is largely comprised of lectures, group activities, and discussion. To maximize your in class experience, you should come to class having read assigned readings. You should be actively involved in your own learning by being prepared to discussed assigned readings in class, ask questions, and engage in classroom activities.
**CACREP Core Objectives (II.G.1)**

a. History of the Counseling Profession
b. Professional roles, functions, and relationships with other human service providers,
   including strategies for interagency/interorganization collaboration and communications;
c. Counselors’ roles and responsibilities as members of an interdisciplinary
   emergency management response team during a local, regional, or national crisis,
   disaster or other trauma-causing event;
d. Self-care strategies appropriate to the counselor role;
e. Counseling supervision models, practices, and processes;
f. Professional organizations, including membership benefits, activities, services to
   members, and current issues;
g. Professional credentialing, including certification, licensure, and accreditation practices
   and standards, and the effects of public policy on these issues;
h. The role and process of the professional counselor advocating on behalf of the
   profession;
i. Advocacy processes needed to address institutional and social barriers that impede
   access, equity, and success for clients; and
j. Ethical standards of professional organizations and credentialing bodies, and
   applications of ethical and legal considerations in professional counseling.

**Clinical Mental Health Counseling Standards**

1. Understands the history, philosophy, and trends in clinical mental health counseling
   (III.A.1)
2. Understands ethical and legal considerations specifically related to the practice of clinical mental
   health counseling (III.A.2)
3. Understands the roles and functions of clinical mental health counselors in various
   practice settings and the importance of relationships between counselors and other
   professionals, including interdisciplinary treatment teams. (III.A.3)
4. Knows the professional organizations, preparation standards, and credentials
   relevant to the practice of clinical mental health counseling. (III.A.4)
5. Understands a variety of models and theories related to clinical mental health
   counseling, including the methods, models, and principles of clinical supervision.
   (III.A.5)
6. Is aware of professional issues that affect clinical mental health counselors (e.g., core
   provider status, expert witness status, access to and practice privileges within
   managed care systems). (III.A.7)
7. Understands the management of mental health services and programs, including areas
   such as administration, finance, and accountability. (III.A.8)
8. Describes the principles of mental health, including prevention, intervention,
   consultation, education, and advocacy, as well as the operation of programs and
   networks that promote mental health in a multicultural society. (III.C.1)
9. Knows the models, methods, and principles of program development and service delivery
   (e.g., support groups, peer facilitiation training, parent education, self help). (III.C.3)
10. Understands the range of mental health service delivery—such as inpatient,
outpatient, partial treatment and aftercare—and the clinical mental health counseling services network. (III.C.5)

11. Understands professional issues relevant to the practice of clinical mental health counseling. (III.C.9)

12. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services. (III.E.1)

13. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling. (III.E.4)

14. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services. (III.E.6)

**Required Textbooks**


*Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

**Recommended Textbooks**


**Preparation & Participation**

*Attendance* – While it is strongly recommended that you do not miss any classes, you are permitted to miss one class (2.5 hours) with no penalty. If you are going to miss class it is expected that you will notify the professor ahead of time. With a second absence you will receive a one-letter grade deduction from your final grade in the course (e.g., A → B) unless you write a letter to the instructor that explains extenuating circumstances for both absences. The instructor will then decide if both the first and the second absences are excusable. Each subsequent absence will result in the drop of a letter grade.

*Class Punctuality* - Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident.

*Participation* - Participation is an essential components of this class. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, questions, and to engage in activities related to course content. In order to receive full participation points for this course, students will need to stay engaged during class time and regularly participate in class discussion and activities.
**Graded Course Assignments**

**Professional Identity Paper (75 points: Content = 60, APA/Grammar = 15)**

For this assignment take some time and reflect on the following prompts. After reflecting on the prompts you should write a thoughtful paper that explains your responses. It is essential for this assignment that you are reflective and can demonstrate honesty and self-awareness in your responses. Your paper should be written in APA format and be 5-7 pages (including a title page) in length.

1. What has brought you to the field of counseling?
2. Comment on your guiding values, principles, and beliefs.
   a. Where did your values, principles, and beliefs come from?
   b. How will they influence your practice as a professional counselor?
3. What areas of personal growth will be important to you during your process of becoming a counselor?
4. What professional work setting and/or populations would you like to work with?
5. Who is the type of counselor that you would like to become?
   a. What do you want your clients to notice about you? (i.e., it may be helpful to consider a bad time in your own life when you were feeling particularly sad/mad/scared, and then to consider the type of attributes you would want in someone you are going to talk about that experience)

**Interview of a Professional Counselor (75 points: Content = 60, APA = 15)**

Conduct one interview with a counselor (note: they must be licensed as a professional counselor) in a community agency, college counseling center, private practice, or school counseling setting. Telephone the counselor ahead of time and see if she or he is willing to participate in the interview. Inform the counselor that you would like to interview them for your graduate level course Foundations and Ethics in Clinical Mental Health Counseling at UT Tyler. Let them know that you are required to write a paper from your interview and in the paper you are to include:

1. The person’s name, degree, school from which they graduated, the year in which they graduated, the type of license they hold, and the professional associations to which they belong.
2. Their work history, where they are currently employed, their current job title, a description of their current work, and a description of what they enjoy most about their work.
3. What (if any) differences exist between how they see their work as counselors, and co-workers who are from other helping professions (e.g., social workers, psychologists, psychiatrists, etc.).
4. A description of strategies used for interorganization collaboration and communications as well as counselors roles and responsibilities as members of interdisciplinary emergency response team.
5. A summary of the most meaningful learning(s) you experienced from conducting the interview.

**Note: you are not limited to only asking your interviewee these questions. Be prepared to ask follow up questions or other related questions, to help foster a good dialog with your interviewee.**

This paper should be written using APA format (include a title page) and be between 4-6 pages in length.
Midterm Exam (75 points)
The midterm will be an in-class examination that will consist of multiple choice questions.

Current Issues Group Project (50 points: Presentation 30 points, APA format references = 20)
For this assignment you will work in groups of 2 or 3. It will be your task to explore a current issue in the field of counseling and report it to your classmates. Topics may deal with (but are not limited to) issues pertaining to ethics, licensure, professional identity, testing, or multicultural awareness/concerns. The most effective way to find out about current issues is to explore current literature, search the web, and by talking with counseling professionals.

Once your group has identified a specific issue that you would like to explore please have your topic approved by the instructor. Once your topic is approved, your group will conduct an in-depth literature review and construct a presentation for your classmates. Each presentation should be between 10-15 minutes in length and will provide an overview of the issue. As you will have a relatively short period of time to present, your presentation style should be casual and conversational (i.e., do not use a powerpoint unless it is essential).

You should be prepared to answer questions on your topic by the instructor and your classmates. Each group presentation must include an APA formatted reference list of at least three scholarly articles used for the presentation. References should only from peer reviewed journal articles or professional publications.

Media, Myths, and Reality Project (75 points)
Students will work in groups of 2 or 3 to engage in a semester long project that examines various representations and assumptions about counselors. Student groups will spend the first half of the semester gathering information, and then use that information to create a final media based project (e.g., digital storytelling, narrated PowerPoint, etc.). The final media based project will be presented to the class, and should be no more than 15-20 minutes in length. Information that you will use for this project is collected in four steps.

Step 1: Preconceived Notions - Describe what your preconceived notions were about counseling before you began this course.

Step 2: Media - Find representations of counselors in different types of media sources (e.g., movies, television programs, youtube videos, fictional books or stories, magazine articles).

Step 3: Myths - Collect information on thoughts and perceptions about counselors, the process of counseling, or the role of the counselors from friend, family members, and co-workers. This data can be collected through email, face-to-face interviews, or by utilizing creative approaches (e.g., creating an online survey, Facebook, or other media methods). **Note: If you intend to create an online survey or gather data through Facebook you must first clear this through me.**

Step 4: Reality - Describe what your experiences in this class (i.e., discussion, assigned readings, projects) have lead you to believe professional counseling actually is like (Note: it may be helpful to incorporate information that you obtained from your Interview of a Professional Counselor project).
**Note: For group assignments, it is understood that each student whose name is included on the final product has contributed to that product in an appropriate manner, and each member of the group is responsible for the final product as a whole, regardless of their individual contributions.**

**Final Exam (100 points)**
The final exam will be an in-class comprehensive exam. This exam will consist of multiple choice, short answer essays, and potentially a case study based on your assigned readings and class discussions/activities.

**Participation & Attendance (50 points)**
A portion of your grade (i.e., 50 points) will depend on your level of participation during class each week. Attendance means arriving for class on time and staying for the duration of the class and remaining focused on the class for the duration of the class meeting. Participation means preparing for class by reading required texts/materials, periodically entering into class discussions with informed and relevant comments/questions, and participating in class activities. A student who rarely or never participates in class discussions/activities may receive a grade reduction despite attendance.

**Requirements/Grading**
During the semester, you will have opportunities to earn up to 500 points for your final grade. Grading is on the following scale: 100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% or less = F. You must receive an A or a B to receive credit for passing this course.

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<tr>
<th>Assignments</th>
<th>Points</th>
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<td>Professional Identity Paper</td>
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<td>Midterm</td>
<td>75</td>
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<td>Current Issues Group Project</td>
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<tr>
<td>Interview of a Professional Counselor Paper</td>
<td>75</td>
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<td>Media, Myths, and Reality Counselor Presentation</td>
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<td>Final</td>
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<td>Class Participation</td>
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<td><strong>Total Points Possible</strong></td>
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**Late Policy**
Assignments are due when class begins on the assigned date. Assignments submitted after class begins will be considered late. Late assignments will be reduced by 10% (one letter grade) for each day the assignment is submitted late. After three days past the due date, late assignments will no longer be accepted and the student will receive a zero for the assignment.

**ACA Format and Writing Tips**
All papers must be presented professionally. Unless otherwise instructed they should be prepared in Microsoft Word (or compatible format), double spaced on 8.5 x 11 paper, using 12 point Times New Roman font, following the writing style, formatting, and referencing guidelines of the American Psychological Association (APA) Manual, 6th edition. Copies of the manual are available in the university bookstore and library.
Student Standards of Academic Conduct

Students submitting assignments should only submit work that is their own. When completing written assignments students must properly cite sources that they have referenced (e.g., an idea, direct quotes), and make sure that their work is significantly different than the source they are citing. Students who have questions about what constitutes plagiarism should consult the Graduate Catalog and the ACA 6th edition Manual. Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:

• Copying from another student’s test paper;
• Using during a test, materials not authorized by the person giving the test;
• Failure to comply with instructions given by the person administering the test;
• Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test; using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
• Collaborating with or seeking aid from another student during a test or other assignment without authority;
• Discussing the contents of an examination with another student who will take the examination;
• Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
• Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• Paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
• Falsifying research data, laboratory reports, and/or other academic work offered for credit;
• Taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
• Misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade) Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.
Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

College of Education and Psychology Mission Statement

Vision:
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission:
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

Clinical Mental Health Counseling Program:
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service.
We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

Clinical Mental Health Counseling M.A. Program Learning Outcomes may be found in the CMHC Student Handbook.

Diversity Statement
Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee’s 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Additional Class Policies
Cell phones are to be turned off or in put silent mode during class. Cell phones should not be visible during class, so please keep them in your pants, purse, backpack, etc. If you are experiencing an emergency or extenuating circumstance where you need to check your phone during class, please inform me of this before class begins. Please be respectful and **DO NOT TEXT MESSAGE**, work on other assignments, send emails, or surf the Internet during class time.

Students will be contacted via their UTT student email account or through Blackboard. If you want to contact me I can be emailed at rmoate@uttyler.edu. Typically, I will be able to respond to your emails within 24 hours Monday – Thursday.
### Tentative Schedule and Topics

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<th>Date:</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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<td><strong>Week 1</strong></td>
<td><strong>8/24</strong></td>
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<tr>
<td></td>
<td>Introduction and Overview</td>
<td>Review of Syllabus and Course Expectations</td>
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<td><strong>Week 2</strong></td>
<td><strong>8/31</strong></td>
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<td>Historical overview, identity, growth concerns / What is Counseling?</td>
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<td>Professional Counseling Organizations &amp; State Licensure Certification &amp; Accreditation</td>
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<td><strong>Week 3</strong></td>
<td><strong>9/7</strong></td>
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<td>NO CLASS – LABOR DAY</td>
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<td><strong>Week 4</strong></td>
<td><strong>9/14</strong></td>
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<td>Advocating for the Profession and in Counseling</td>
<td>Ch. 9 &amp; 10</td>
<td>Personal Belief Paper</td>
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<td>Discussion on advocating for the profession and in Counseling.</td>
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<td><strong>Week 5</strong></td>
<td><strong>9/21</strong></td>
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<td></td>
<td>Ethical and Legal Issues in Counseling</td>
<td>Ch. 3 Code of Ethics</td>
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<td><strong>Week 6</strong></td>
<td><strong>9/28</strong></td>
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<td></td>
<td>The Counseling Process and Skills</td>
<td>Ch. 5 &amp; 6</td>
<td>Current Issues Group Topic Proposal</td>
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<td><strong>Week 7</strong></td>
<td><strong>10/5</strong></td>
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<td>ONLINE CLASS</td>
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<td></td>
<td>Practicing Self Care</td>
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<td>Skovholt (2012), Williams (2010)</td>
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<td>Discussion questions must be completed by 7:45pm on 10.5.15</td>
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<td><strong>Week 8</strong></td>
<td><strong>10/12</strong></td>
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<td>Counseling Theories</td>
<td>Ch. 4 &amp; 8</td>
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<td>Multicultural Counseling in a Diverse Society</td>
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<td><strong>Week 9</strong></td>
<td><strong>10/19</strong></td>
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<td>MIDTERM EXAM</td>
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<td><strong>Week 10</strong></td>
<td><strong>10/26</strong></td>
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<td>Human Development Through the Lifespan</td>
<td>Ch. 7</td>
<td>Current Issues Group Project</td>
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<td><strong>Week 11</strong></td>
<td><strong>11/2</strong></td>
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<td>Client Issues</td>
<td>Ch. 12</td>
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<td><strong>Week 12</strong></td>
<td><strong>11/9</strong></td>
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<td>Assessment, Case Conceptualization, Diagnosis &amp; Treatment Planning</td>
<td>Ch. 13</td>
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<td><strong>Week 13</strong></td>
<td><strong>11/16</strong></td>
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<td>Counseling Setting and Career Choices</td>
<td>Ch. 11</td>
<td>Interview of a Professional Counselor Due</td>
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<td>Discussion of Findings From Interviews</td>
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<td><strong>Week 14</strong></td>
<td><strong>11/23</strong></td>
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<td>NO CLASS – THANKSGIVING</td>
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<td><strong>Week 15</strong></td>
<td><strong>11/30</strong></td>
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<td>Accountability / Outcome Research Review for Final Exam</td>
<td>Ch. 15 &amp; 16</td>
<td>MMR Presentations</td>
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<td>Final Exam (comprehensive, in class)</td>
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This is a tentative schedule of activities/assignments. Contents of the course are subject to change based on the unique characteristics of the class. Any changes will be announced in class or through your Heidelberg email.
Appendix I
The following Journals are published by ACA or its affiliates and are acceptable as references for research projects for this course.

- Journal of Counseling and Development
- American Counseling Association (ACA)
- Journal of College Counseling
- American College Counseling Association (ACCA)
- Journal of Mental Health Counseling
- American Mental Health Counselors Association (AMHCA)
- The Rehabilitation Counseling Bulletin
- American Rehabilitation Counseling Association (ARCA)
- Professional School Counseling
- American School Counselor Association (ASCA)
- Adultspan Journal
- Association for Adult Development and Aging (AADA)
- Measurement and Evaluation
- Association for Assessment in Counseling and Development Counseling (AAC)
- Counselor Education and Supervision
- Association for Counselor Educators and Supervisors (ACES)
- Journal of Multicultural Counseling and Development
- Association for Multicultural Counseling and Development (AMCD)
- Journal for Specialists in Group Work
- Association for Specialists in Group Work (ASGW)
- Counseling and Values
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVC)
- Journal of Humanistic Counseling, Education and Development
- Counseling Association for Humanistic Education and Development in Counseling
- Journal of Addictions Counseling and Offender Counseling
- International Association of Addictions and Offender Counselors (IAAOC)
- The Family Journal
- International Association of Marriage and Family Counselors (IAMFC)