



Course Number CG 501
PROFESSIONAL
ORIENTATION AND
ETHICS IN COUNSELING
Semester & Year

VALUES • EDUCATION • SERVICE

Course Delivery Method: SEATED LECTURE
Course Section: CG 501 Section
Meeting Time and Place:
Course Credit Hours: 3 Graduate Credit Hours

FACULTY CONTACT INFORMATION:

NAME:

OFFICE HOURS:

WEBSITE: COURSE MATERIALS AVAILABLE ON BLACKBOARD

VIA: KEY ASSIGNMENT RUBRIC AND SUBMISSION

LMU EMAIL ADDRESS:

CELL PHONE:

COURSE and PROGRAM SPECIFIC INFORMATION

I. COURSE DESCRIPTION: Rationale, scope, and nature of guidance and counseling services in educational and community settings; multiple approaches to provision of such services with the role of the counselor in needs assessment, program planning and evaluation, counseling consultation, and coordination of services for diverse populations. Study of problems, issues, trends and ethical responsibilities in the field of counseling and guidance are also covered.

II.

COURSE OBJECTIVES:

As a result of taking this course, the degree candidate will be able to articulate and utilize foundational knowledge related to:

- A. Students will be able to elucidate the history and philosophy of the counseling profession and its speciality areas.**
- B. Students will define the role and process of the professional counselor advocating on behalf of the profession and take an active role in this advocacy role.**
- C. Students will understand the importance of profession counseling organizations, including membership benefits, activities, services to members, and keep abreast of current issues impacting the counseling profession.**
- D. Students will articulate the differences between professional counseling credentialing, including certification and licensure (by state requirements), accreditation practices and standards by Counsel for the Accreditation of**

- Counseling and Related Educational Program (CACREP), and the effects of changes made to public policy on credentialing and accreditation.**
- E. Students will fully incorporate ethical standards of profession counseling organizations and credentialing bodies, and be able to apply ethical and legal considerations in professional counseling.**
 - F. Students will demonstrate knowledge, use, ethical and legal issues impacting technology on the counseling profession.**
 - G. Students will develop specific self-care strategies, actions, objectives and goals appropriate to the counselor role to prevent burn-out or the occurrence of issues that could impair their ability to perform their duties as a counselor in school or mental health settings.**
 - H. Students will explore the impact of technology on the counseling process and state the challenges, concerns and benefits of this mode of counseling.**

State of Tennessee Counseling Standards – TN-LMUCG

- I. The candidate is able to demonstrate an understanding of the ethical and legal standards of guidance and school counseling professionals.
- L. The candidate will be able to work with parents and conduct parent education activities; use community resources and referral processes, and develop effective partnership arrangements with community agencies

(Revised 01/26/2018)

CACREP 2016 Standards

CACREP-2016.2 F.1.a. – history and philosophy of the counseling profession and its specialty areas

CACREP-2016.2. F.1.d. - the role and process of the professional counselor advocating or behalf of the profession

CACREP-2016.2. F.1.f. – professional counseling organizations, including membership benefits, activities, services to members, and current issues

CACREP- 2016.2. F.1.g – professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.

CACREP-2016.2. F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

CACREP-2016.2.F.1.j – technology’s impact on the counseling profession

CACREP-2016.2. F.1.l. self-care strategies appropriate to the counselor role

CACREP-2016.2.F.5.e - the impact of technology on the counseling process

- III. **TEXTS/MATERIALS FOR THE COURSE:** Nystul, M.S, (2019). *Introduction to Counseling An Art and Science Perspective, 6th Ed., Connella Publications, New Mexico State University, Las Cruces.*

2370009436635 SUPPLEMENTAL TEXT:

Nystul, M.S, (2019). *The Handbook of Counseling and Emotions, Connella Publications, New Mexico State University, Las Cruces*

Additional Readings/ Knowledge Base

- Barden, S.M., Conley, A.H., & Young, M.E. (2015). Integrating health and wellness in mental health counseling: Clinical, Educational, and policy implications. *Journal Of Mental Health Counseling*, 37(2), 152-163
- American Association for Marriage and Family Therapy (AAMFT). (2015). AAMFT code of ethical principles for marriage and family therapists. Alexandria, VA: Author. Retrieved from <http://www.aamft.org/imis15/Documents/Legal%20Ethics/AAMFT-code-of-ethics.pdf>.
- American Counseling Association. (2011). The effectiveness of and need for professional counseling services. Retrieved from http://www.counseling.org/docs/public-policy-resources-reports/effectiveness_of_and_need_for_counseling_2011.1.pdf?sfvrsn=2.
- American Counseling Association (ACA). (2014). 2014 ACA code of ethics. Alexandria, VA: Author. American Mental Health Counselors Association (AMHCA). (2010). Code of Ethics. (2010). Code of ethics of the American Mental Health Counselors Association. Alexandria, VA: Author.
- American Psychological Association. (2014). Guidelines for psychological practice with older adults. *American Psychologist*, 60 (1), 34–65.
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- Baskin, T. W., & Slaten, C. D. (2014). Contextual school counseling approach: Linking contextual psychotherapy with the school environment. *Counseling Psychologist*, 42, 73–96.
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- Beck, A., & Weishaar, E. (2014). Cognitive therapy. In R. J. Corsini & D. Wedding (Eds.), *Current psychotherapies* (10th ed., pp. 231–264). Belmont, CA: Brooks/Cole, Cengage.
- Briggs, W. P., Magnus, V. A., Lassiter, P., Patterson, A., & Smith, L. (2011). Substance use, misuse, and abuse among older adults: Implications for clinical mental health counselors. *Journal of Mental Health Counseling*, 33, 112–127.

- Carlson, J. D., & Robey, P. A. (2011). An integrative Adlerian approach to family counseling. *Journal of Individual Psychology*, 67, 232–244.
- Carlson, J. F., Geisinger, K. F., & Jonson. J. L. (2014). *The nineteenth mental measurements yearbook*. Lincoln, NE: The Buros Center for Testing.
- Carlson, L. A., & Kees, N. L. (2013). Mental health services in public schools: A preliminary study of school counselor perceptions. *Professional School Counseling*, 16(4), 211–221.
- Centers for Disease Control and Prevention (CDC). (2011). International classification of diseases, ninth revision, clinical modification (ICD-9-CM). Retrieved from <http://www.cdc.gov/nchs/icd/icd9cm.htm>.
- Chae, M. H., & Foley, P. F. (2010). Relationship of ethnic identity, acculturation, and psychological well-being among Chinese, Japanese, and Korean Americans. *Journal of Counseling and Development*, 88, 466–476.
- Corey, G., Corey, M., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Belmont, CA: Brooks/ Cole, Cengage.
- Corey, M. S., & Corey, G. (2016). *Becoming a helper* (7th ed.). Boston: Cengage. Corey, M. S.,
- Corey, G., & Corey, C. (2014), *Groups: Process and practice* (9th ed.). Belmont, CA: Brooks/Cole, Cengage.
- Council for Accreditation of Counseling and Related Educational Programs (CACREP). (2016). *2016 standards*. Alexandria, VA: Author.
- Duffey, T., & Somody, C. (2011). The role of relational-cultural theory in mental health counseling. *Journal of Mental Health Counseling*, 33, 223–242.
- Dugger, S. M., & Francis, P. C. (2014). Surviving a lawsuit against a counseling program. Lessons learned from *Ward v. Wilbanks*. *Journal of Counseling and Development*, 92, 135–141.
- Dugger, S. M., & Jones, K. R. (2016). Depressive disorders in children and adolescents: What every school counselor needs to know. *Journal of Professional School Counseling: Practice, Theory, & Research*, 43(1), 32–50.
- Erford, B. T., Bardhoshi, G., Ross, M., Gunther, C., & Duncan, K. (2017). Meta-Analysis of counseling outcomes for youth with conduct disorders. *Journal of Counseling and Development*, 95(1), 35–44.

- Erford, B. T., Erford, B. M., Lattanzi, G., Weller, J., Schein, H., Wolf, E., ... Peacock, E. (2011). Counseling outcomes from 1990 to 2008 for school-age youth with depression: A meta-analysis. *Journal of Counseling and Development*, 89, 439–457.
- B. T., House, R., & Martin, P. (2013). Transforming the school counseling profession. In B. T. Erford (Ed.), *Transforming the school counseling profession* (pp. 1–20). Columbus, OH: Merrill.
- Erford, B. T., Paul, L. E., Oncken, C., Kress, V. E., & Erford, M. R. (2014). Counseling outcomes for youth with oppositional behavior: A meta-analysis. *Journal of Counseling and Development*, 92, 13–25.
- Gutierrez, D., & Mullen, P. R. (2016). Emotional intelligence and the counselor: Examining the relationship of trait emotional intelligence. *Journal of Mental Health Counseling*, 38(3), 187–200.
- Gutierrez, D., Fox, F., Jones, K., & Fallon, E. (2018). The treatment planning of experienced counselors: A qualitative examination. *Journal of Counseling & Development*, 96, 86–96.
- Lenz, A. S., & Del Conte, G. (2018). Efficacy of Dialectical Behavior Therapy for adolescents in a partial hospitalization program. *Journal of Counseling & Development*, 96(1), 15–26.
- Lenz, A. S., Taylor, R., Fleming, M., & Serman, N. (2014). Effectiveness of dialectical behavior therapy for treating eating disorders. *Journal of Counseling and Development*, 92, 26–35.
- Leppma, M. (2012). Loving-kindness meditation and counseling. *Journal of Mental Health Counseling*, 34(3), 197.
- Mellin, E. A., Hunt, B., & Nichols, L. M. (2011). Counselor professional identity: Findings and implications for counseling and interprofessional collaboration. *Journal of Counseling and Development*, 89, 140–147.
- Richards, K. C., Campenni, C. E., & Muse-Burke, J. L. (2010). Self-care and well-being in mental health professionals: The mediating effects of self-awareness and mindfulness. *Journal of Mental Health Counseling*, 32, 247–264.

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

Assignment A – Ethical Case Study Analysis (30 points) – DUE TO VIALIVETEXT – September 23, 2020- KEY ASSIGNMENT 1

CACREP STANDARDS

CACREP.2016.2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

TENNESSEE DEPARTMENT OF EDUCATION STANDARDS:

TN-LMUCG I. Understanding of the ethical and legal standards of school counseling professionals.

The purpose of this project/assignment is to provide students to apply ethical standards of profession counseling organization and credentialing bodies and to apply ethical and legal considers in professional counseling..

Purpose of this assessment for the counselor candidate

The purpose of this case study assessment is to provide counselor candidates an opportunity to demonstrate an understanding of ethical and legal issues related to the counseling profession, i.e., the ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations (applicable to their intended state of practice) in professional counseling.

Assignment Completion Guide for Ethical/Legal Case Study Analysis

- Ethical self-awareness: the first section requires your exploration of core ethical beliefs and the origins of these beliefs. **CACREP-2016.2.F.1.i. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. Tennessee School Counseling Pre-K-12 TN 1.I. The Counselor Candidate is able to demonstrate an understanding of the ethical standards of the counseling profession.**
- Different Ethical/Legal Perspectives/Concepts: To a large degree, ethical codes are not written in black and white terms, but are subject to interpretation. Consider the differences ACA and ASCA guidelines for school counselors and ACA and AMHA mental health counselors. Refer to the State of Tennessee's laws regarding the case. Each state may differ somewhat or to a larger degree. **TN-LMUCG I. Understanding of the ethical and legal standards of school counseling professionals**
- Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
- Ability to demonstrate an understanding of the ethical standards of the counseling profession.
- Ability to recognize the Ethical/legal Issue of the multi-layered case study: a clear understanding and ability to apply concepts of client welfare, confidentiality, informed consent, and dual relationships.
- Application of ethical/legal perspectives/concepts: defend your position on why and how you would handle the multi-layered dimensions of the case study.

CG 501 -Key Assignment 1 – Ethical Case Study Analysis

	Above Sufficient (3)	Sufficient (2)	Below Sufficient (1)
<p>Ethical Self-Awareness (20.000, 20%)</p> <p>CACREP-2016.2.F.1.i. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.</p>	<p>Counselor candidate discusses in detail/analyzes both core ethical beliefs and the origins of these core ethical standards and discussion has great depth and clarity.</p>	<p>Counselor candidate discusses in detail/analyses both core ethical beliefs and the origins of these core ethical standards.</p>	<p>Counselor candidate provides limited evidence regarding core ethical beliefs.</p>
<p>Understanding Different Ethical/Legal Perspectives/Concepts (20.000, 20%)</p> <p>Tennessee School Counseling Pre-K-12 TN 1.I. The Counselor Candidate is able to demonstrate an understanding of the ethical standards of the counseling profession.</p>	<p>Counselor candidate names the ethical standard or standards and accurately explains in detail the standard(s) used. Legal statutes to support perspective are also clearly and thoroughly delineated.</p>	<p>Counselor candidate names the ethical standard or standards and presents the gist of the standard, and attempts to explain the details of the standard(s) used, but has some inaccuracies. Recognition of the legal ramifications of perspectives lacks clarity.</p>	<p>Counselor candidate can name the standard(s) he/she uses, and is only able to present the gist of the named standard(s). Legal implications are absent.</p>
<p>Ethical/legal Issue Recognition (20.000, 20%)</p>	<p>Counselor candidate recognizes ethical standards of professional organizations and credentialing bodies, legal considerations and applies this knowledge when presented in a complex, multi-layered (gray) context AND recognizes cross-relationships among the issues.</p>	<p>Counselor candidate recognizes ethical issues and standards of professional organizations and credentialing bodies when issues are presented in a complex, multi-layered (gray) context but does not demonstrate an understanding of the cross-relationships among the issues.</p>	<p>Counselor candidate recognizes only vague, basic or obvious ethical standards of professional organizations and credentialing bodies, legal considerations and demonstrates a superficial understanding of the complexities or interrelationships among the issues.</p>
<p>Application of Ethical/legal Perspectives/Concepts(20.000, 20%)</p>	<p>Counselor candidate accurately and independently applies</p>	<p>Counselor candidate independently applies ethical</p>	<p>Counselor candidate provides superficial application of ethical and</p>

	ethical and legal perspectives/concepts to an ethical question and provides evidence to support full implications of the application.	perspectives/concepts to an ethical question, but does not consider the specific legal implications of the application.	legal perspectives without consideration of the implications of the application.
Evaluation of Different Ethical Perspectives/Concepts (20.000, 20%)	Counselor candidate states a position and provides evidence of a deep understanding regarding the objections to assumptions and implications of their position. The case study analysis adequately and effectively defends against the different ethical/legal perspectives/concepts.	Counselor Candidate states a position providing limited evidence regarding the objections to assumptions and implications of their position. The case study analysis lacks depth regarding the effectiveness of the position regarding different ethical/legal perspectives/concepts,	Counselor candidate states a position, however, the implications of different ethical/legal perspectives/concepts are inadequately addressed.

CG 501 - Key Assignment 2 - Resource Manual

Assignment B - Professional Manual (30 points) – DUE TO VIALIVEXT – November 18, 2020

ASSIGNMENT Completion GUIDE FOR PROFESSIONAL RESOURCE MANUAL:

- Include a historical overview of individuals who have contributed to the counseling profession, professional identity issues, and emerging trends in counseling. **CACREP-2016.2.F.1.a. – history and philosophy of the counseling profession and its specialty areas**
- Provide action steps you can take to advocate on behalf of the counseling profession, e.g., join your regional, state, national professional organization, engage in opportunities to inform your community of the positive impact counseling has on one's mental health, etc **CACREP-2016.2.F.1.d. - the role and process of the professional counselor advocating or behalf of the profession**
TN-LMUCG L.The candidate will be able to work with parents and conduct parent education activities; use community resources and referral processes, and develop effective partnership arrangements with community agencies

- Explore the many benefits of professional counseling organizations, including, but not limited to member services, benefits, updates on current issues, etc.
CACREP-2016.2.f.1.f. – professional counseling organizations, including membership benefits, activities, services to members, and current issues
- Prepare a summary covering credentialing which clearly elucidates the certification, licensure, and accreditation practices and standards, and their impact on public policy.
CACREP- 2016.2.f.1.g. – professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- Elaborate on the use of technology within the counseling profession, including benefits and limitations associated with on-lin or virtual sessions.
CACREP-2016.2.f.1.j. - technology’s impact on the counseling profession
- Provide an holistic approach to self-care strategies you will employ that are appropriate to the counselor role.
CACREP-2016.2.f.1.l - self-care strategies appropriate to the counselor role
- Explain the influence for developing technology for counseling processes within the current world situation.
CACREP-2016.2.f.5.e - the impact of technology on the counseling process

	Above Sufficient (3)	Sufficient (2)	Below Sufficient (1)
<p>Analysis that illustrates the history and the philosophy of the counseling profession and its specialty areas</p> <p>CACREP-2016.2.F.1.a</p>	<p>Counselor candidates demonstrate knowledge of the history and philosophy of the counseling profession. Candidates clearly and comprehensively analyze the role that the history and philosophy of the counseling profession has on the counseling profession. The analysis is insightful, thorough, and clearly elucidated.</p>	<p>Counselor candidates demonstrate knowledge of the history and philosophy of the counseling profession. Candidates clearly analyze the role that the history and philosophy of the counseling profession has on the counseling profession. The analysis is insightful, and clearly elucidated.</p>	<p>Counselor candidates demonstrate knowledge of the history and philosophy of the counseling profession. Candidates provide surface analysis of the role that the history and philosophy of the counseling profession has on the counseling profession.</p>

	Above Sufficient (3)	Sufficient (2)	Below Sufficient (1)
<p>CACREP 2016</p> <p>2.F.1.d.</p> <p>Counselor demonstrates knowledge of the role and process of the professional counselor advocating on behalf of the profession</p>	<p>Counselor candidates demonstrate knowledge of the role and process of the professional counselor advocating on behalf of the profession, including relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communication.</p>	<p>Counselor candidates demonstrate knowledge of the role and process of the professional counselor advocating on behalf of the profession.</p>	<p>Counselor candidates demonstrate vague or unclear knowledge of the role and process of the professional counselor advocating on behalf of the profession</p>
<p>CACREP – 2016</p> <p>2.F.1.f</p> <p>Professional Counseling organizations, including membership benefits, activities, services to members and current issues</p>	<p>Counselor candidate provides comprehensive analysis of the ethical standards of professional organizations and credentialing bodies. Analysis is comprehensive and insightful.</p>	<p>Counselor candidate provides partial analysis of the ethical standards of professional organizations and credentialing bodies.</p>	<p>Counselor candidate provides limited analysis of the ethical standards of professional organizations and credentialing bodies.</p>
<p>CACREP</p> <p>2.F.1.g</p> <p>Professional Counseling credentialing, including certification, licensure, and accreditation practices, standards, and</p>	<p>A listing of professional organizations, including membership benefits, activities, services to members, and</p>	<p>A listing of professional organizations, including membership benefits, activities, services to members, and current issues influencing the counseling profession. The counselor candidate provides limited analysis of how current</p>	<p>A listing of professional organizations, including membership benefits, activities, services to members, and</p>

	Above Sufficient (3)	Sufficient (2)	Below Sufficient (1)
the effects of public policy on these issues.	current issues influencing the counseling profession. The counselor candidate provides a thorough analysis of how current social/legal actions affect members of these professional organizations.	social/legal actions affect members of these professional organizations.	current issues influencing the counseling profession.
<p>CACREP -2016</p> <p>2.F.1.1.</p> <p>A self-care plan identifying appropriate strategies to the counselor role with counselor candidate reflections</p>	A self-care plan identifying appropriate strategies to the counselor role with counselor candidate reflections. The self-care plan provides in-depth analysis of specific goals, objectives, and developmental activities including a proposed timeline for reaching their goals.	A self-care plan identifying appropriate strategies to the counselor role with counselor candidate reflections. The self-care plan provides limited analysis goals, objectives, and developmental activities.	A self-care plan identifying appropriate strategies to the counselor role.
<p>CACREP -2016</p> <p>2.F.5.e.</p>	Comprehensively analyzes the pros and cons of using technology and the impact of technology on the counseling process.	Provides an analysis of the pros and cons of using technology and the impact of technology on the counseling process. Provides at least two recommendations/requirements for using technology in	Provides a surface analysis of the pros and cons of the use of and the impact of technology on

	Above Sufficient (3)	Sufficient (2)	Below Sufficient (1)
	Provides specific recommendations and requirements for use of technology in counseling.	counseling.	the counseling process.
CACREP -2016 2.F.1.j.	Comprehensively analyzes the pros and cons of using technology in the counseling profession. Provides specific recommendations and requirements for use of technology in counseling.	Provides an analysis of the pros and cons of using technology in the counseling profession. Provides at least two recommendations/requirements for using technology in counseling.	Provides a surface analysis of the pros and cons of the use of technology in the counseling profession.

COMPILE A LIST OF RESOURCES AVAILABLE IN YOUR COMMUNITY. This list may include food banks, homeless shelters, help with utilities, clothing, transportation, mental health services, etc.

Assignment C - Class attendance and homework assignments (10 points)

Candidates attend classes regularly, participate in discussions and meet all requirements of the course in order to receive a passing grade. All course homework assignments submitted in hard copy typed and dated.

- Interview of counselor in your area of interest, i.e., School or Mental Health Counseling – Hard copy to professor **September 9, 2020**– Submit a summary of the interview rather writing in a question/answer format. Potential questions?
 1. What was/were the reason/s for your selecting Counseling as your career choice?
 2. What are your credentials and work experience in Counseling?
 3. What are the rewards and challenges of working in the Counseling profession?
 4. What advice would you give to a person starting out his/her career in the field of counseling?
- Read chapters prior to class meeting.
- Attend a counseling related meeting, e.g., Smoky Mountain Counseling Association Meeting, Tennessee Counseling Association Conference, American

Counseling Association Conference, Mental Health Association Meeting, etc. (Zoom meetings are acceptable).

- get professionally involved (preferably while students). They can note that there are many rewards and opportunities associated with professional involvement such as: keeping abreast of new information in their field; having opportunities to make a contribution to their profession; minimizing burnout by establishing a support system; and creating professional contacts and resources.

Assignment E - Midterm Exam (30 points) – IN CLASS ASSESSMENT – October 7, 2020 – Chapters 1-5

Questions will be a mix of Objective Multiple Choice, Short Answer, and Case Study/Brief Essay.

Evaluation Method: Assignments are evaluated using various assessment tools, including rubrics, and are based on program standards. The University official Graduate Education grading system will be utilized.

. Quality Points Grade Definition Per Semester Hour

A Superior 4.00 (Quality of work exceptional)

A- Excellent 3.67 (Quality of work above course expectation)

B+ Very Good 3.33 (Quality of work better than satisfactory)

B Good 3.00 (Quality of work satisfactory)

B- Average 2.67 (Quality of work meets min. requirements)

C+ Below average 2.33 (Quality of work less than satisfactory)

C Min. passing grade 2.00 (Unsatisfactory graduate-level work)

F Fail 0.00

I Incomplete; Work must be completed within the first six weeks of the next semester; otherwise, the grade automatically becomes an “F” unless an extension is granted by the Dean of the School of Education.

Assignments are due as noted. If you are unable to complete assignments by due date please inform professor prior to due date. Late assignments will result in a reduction of grade unless extenuating circumstances are provided to the professor delineating the reason for the need for additional time.

Chapter 5 of text addresses research competencies.

CACREP-2016 Standards

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

CACREP-2016.2.F.1.a. – history and philosophy of the counseling profession and its specialty areas

CACREP-2016.2.F.1.d. - the role and process of the professional counselor advocating or behalf of the profession

CACREP-2016.2.f.1.f. – professional counseling organizations, including membership benefits, activities,

CACREP-2016.2.f.1.j. - technology’s impact on the counseling profession

services to members, and current issues

CACREP- 2016.2.f.1.g. – professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

CACREP-2016.2.f.1.l - self-care strategies appropriate to the counselor role

CACREP-2016.2.f.5.e - the impact of technology on the counseling process

STATE OF TENNESSEE PRE-K – 12 SCHOOL COUNSELING STANDARDS

TN-LMUCG L. The candidate will be able to work with parents and conduct parent education activities; use community resources and referral processes, and develop effective partnership arrangements with community agencies as measured by rubrics and site reports with 80% accuracy.

Research competencies covered in Research and Design class for education students.

V. METHODS OF INSTRUCTION:

Collaboration, demonstration, evaluation, tools, projects, themes, activities or performance tasks, labs, lectures, interactive activities, etc.

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES: Blackboard, Zoom, VIA, bibliography

VII. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

Date	Lecture & discussion content	Assignment
Class 1	Overview of course expectations, use of Blackboard for alternate assignments in lieu of face-to-face class meetings, use of VIA for Key Assignment Submissions, Library resource review, COVID – 19 REQUIRMENTS, Emergency contact numbers	READ CHAPTER 1
Class 2	Chapter 1 -Study of the historical and philosophical basos of the counseling profession CACREP-2016.2 F.1.a. –history and philosophy of the counseling profession and its specialty areas Overview of the sections of the Resource Manual. The purpose of this assignment is to help you become familiar with the various professional organizations and the benefits of	Answer these questions to prepare for content in Chapter 2. Legal and Ethical Aspects 1. How can involvement in professional organizations be important to your career? 2. What intrigues you about legal-ethical issues in counseling? 3. What is malpractice, and what steps can be taken to avoid a lawsuit? 4. Do you think a parent should be legally responsible for his or her child’s behavior? If so, why?

	<p>professional membership in the counseling profession . Go to the American Counseling Association (ACA) website (www.counseling.org) and review the benefits of being an ACA member. Then compare and contrast two 2 of the 19 divisions (e.g., AMHCA, ALGBTIC, AMCD, ASERVIC, etc.) within ACA. Discuss the benefits, activities, and advocacy opportunities present within ACA and at least two divisions. Joining ACA and obtaining liability insurance during practicum and internship is a requirement while in school, discuss the pros and cons of continued membership after graduation.</p> <p>CACREP- 2016.2. F.1.g – professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.</p> <p>CACREP-2016.2. F.1.f. – professional counseling organizations, including membership benefits, activities, services to members, and current issues</p> <p>American Counseling Association. (2011). Who are licensed professional</p>	<p>5. What did you think about the information on dual relationships in counseling?</p> <p>6. What is the role of licensure and certification in counseling?</p> <p>7. What is the Tarasoff ruling, and how does it impact counseling?</p> <p>8. What steps do you believe are important in ethical-legal decision making?</p> <p>9. How is confidentiality impacted by a client who may commit harm to self or others?</p> <p>10. What is the most important guiding principle for ethical-legal decision making: informed consent, confidentiality, dual relationships, or client welfare? What are your reasons for your choice?</p>
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	counselors. Alexandria, VA: Author.	
Class 3	<p>Answer these questions to prepare for content in Chapter 2. Legal and Ethical Aspects</p> <p>Using an ethical decision-making model, you will:</p> <ul style="list-style-type: none"> • identify the key problem or dilemma • identify the potential issues involved • review and reference the relevant ethical codes specific to ACA and AMHCA • reference the applicable laws and regulations if appropriate • obtain consultation as needed • consider possible courses of action • enumerate the consequences of various decisions • present the best course of action and rationale for this decision <ol style="list-style-type: none"> 1. How can involvement in professional organizations be important to your career? 2. What intrigues you about legal-ethical issues in counseling? 3. What is malpractice, and what steps can be taken to avoid a lawsuit? 4. Do you think a parent should be legally responsible for his or her child's behavior? If so, why? 5. What did you think about the information on dual relationships in counseling? 6. What is the role of licensure and certification in counseling? 7. What is the Tarasoff ruling, and how does it impact counseling? 	<p>Read Chapter 3</p> <p>Begin working on your Key Assignments</p>

	<p>8. What steps do you believe are important in ethical-legal decision making?</p> <p>9. How is confidentiality impacted by a client who may commit harm to self or others?</p> <p>10. What is the most important guiding principle for ethical-legal decision making: informed consent, confidentiality, dual relationships, or client welfare? What are your reasons for your choice?</p> <p>CACREP-2016.2. F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</p>	
Class 4	<p>Chapter 3 - The Counseling Process</p> <p>Client Variables</p> <p>The importance of Empathy and Congruence</p> <p>Impact of technology on the Counseling Process. Special emphasis on the Handbook Section - Technology and Counseling</p> <p>Write a paragraph including a brief reflection on how technology has affected the Counseling process. This is a key topic as the world has changed with the advent of increased online Counseling due to Covid-19.</p> <p>CACREP-2016.2.f.1.j. - technology's impact on the counseling profession</p>	<p>Interview of counselor in your area of interest, i.e., School or Mental Health Counseling – Hard copy to professor September 9, 2020– Submit a summary of the interview rather writing in a question/answer format.</p> <p>Potential questions?</p> <p>What was/were the reason/s for your selecting Counseling as your career choice?</p> <p>What are your credentials and work experience in Counseling?</p> <p>What are the rewards and challenges of working in the Counseling profession?</p> <p>What advice would you give to a person starting out his/her career in the field of</p>

	<p>services to members, and current issues</p> <p>Search your social media presence. Google yourself and search other social media searches – at least three sites. Consider the following: Facebook, Pinterest, Twitter, YouTube, Snapchat, Instagram, Flickr, Reddit, Meetup, Tumbler, etc. Be sure to explain which sites you searched and why. What did you find? What are your reactions to this? How do you feel about clients seeing the information, pictures, and/or videos of you? What changes might you make, regarding information accessible to the general public about you as you begin to create your professional identity? What does the professional literature indicate about best practices regarding social media and the counselor role? Consider how technology may impact the counseling process and overall profession. Specifically, how does accessibility through technology and social media impacts the counselor-client relationship? What would you do if a client sent you a friend request</p>	<p>counseling?</p>
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	<p>or ask to follow you on a social media platform? How would you respond if a client sent you a private message via social media? What steps would you take if a client in crisis contacted you via social media or text message? Consider how will you address the use of technology with the clients you serve? Finally, explore how technology, in general, impacts the counseling profession (e.g., internet, computers, smart phones, messaging apps).</p> <p><i>CACREP-2016.2.f.5.e - the impact of technology on the counseling process</i></p>	
Class 5	<p>Chapter 4 – Assessment and Diagnosis Assessment: Standardized, Non-Standardized, Observation- non-verbal cues, etc. Clinical Interview; Mental Status Exam; Diagnosis DSM-F IDEIA Multicultural Assessment and treatment – inequities in access, utilization, quality of service. Engage in <i>social justice advocacy</i> to address these issues.</p>	Hard copy of intentional interview due to Blackboard

Class 6	<p>Chapter 5 – Counseling Research and Evaluation</p> <p>Chapter 5 – Counseling Research and Evaluation</p> <ul style="list-style-type: none"> • The Purpose of Research and Evaluation • Overview of Types of Research • Diversity and Postmodern Issues in Research and Evaluation • Personal Exploration <p>Learning Activities</p>	Ethical case study analysis due into VIA
Class 7	Review for mid-term	
Class 8	Mid-term assessment	
Class 9	<p>CHAPTER 6 - Developing a Personal Approach to Counseling from a Multicultural Perspective</p> <p>Other Factors related to a Personal Approach to Counseling</p> <p>Self Care for Counselors</p> <p>Compassion Fatigue</p> <p>Work-Life Balance</p> <p>The importance of having our own therapy.</p> <p>CACREP-2016.2. F.1.1. self-care strategies appropriate to the counselor role</p>	
Class 10	<p>Chapter7 – The Classic Theories of Freud, Adler, Jung</p> <ul style="list-style-type: none"> • Freud’s Psychoanalytic Theory • Adler’s Individual Psychology • Jung’s Analytic Psychology • The Classic Theories and Their Use in Contemporary Practice • Personal Exploration <p>Chapter 8 – Experiential Theories and Approaches</p> <ul style="list-style-type: none"> • Person-Centered Therapy • Gestalt Therapy 	

	<ul style="list-style-type: none"> • Existential Therapy • Creative Arts Therapy • Research Trends in Experiential Counseling <p>Chapter 9 – Cognitive-Behavioral Theories</p> <ul style="list-style-type: none"> • Behavior Therapy • Rational-Emotive behavior Therapy • Cognitive Therapy • Transactional Analysis • Reality Therapy • Feminist Therapy • Social issues in Cognitive-Behavioral Counseling 	
Class 11	<p>Chapter 10 – Marriage and Family Counseling</p> <ul style="list-style-type: none"> • Evolution of Marriage and Family Counseling • Professional Issues and Organizations • Theoretical Foundations • Marriage Counseling • Family Counseling • Diversity Issues in Marriage and Family Counseling • Evaluation of Marriage and Family Counseling 	
Class 12	<p>Chapter 11 – Child and Adolescent Counseling</p> <ul style="list-style-type: none"> • Children and Adolescents • Developmental Theories • Treatment Issues • Special problems of Children and Adolescents • Diversity and Postmodern Issues in Child and Adolescent Counseling <p>State of Tennessee Counseling Standards – TN-LMUCG</p> <p>L. Ability to work with parents and conduct parent education activities; use community resources and</p>	

	referral processes, and develop effective partnership arrangements with community agencies..	
Class 13	<p>Chapter 12 – Group Counseling</p> <ul style="list-style-type: none"> • The Art and Science of Group Counseling • Group Counseling from a Historical Perspective • Comparison to Individual and Family Counseling • Group Counseling Versus Individual Counseling <p>Chapter 13-Career Counseling</p> <ul style="list-style-type: none"> • The Art and Science of Career Counseling • Evolution of Career Counseling • Theoretical Foundations • Career Development Theories • Career Decision-Making Theories • Treatment Issues • Personal Counseling Versus Career Counseling • Assessment Instruments 	
Class 14	<p>Chapter 14- School Counseling</p> <p>Advocating for the Profession</p> <p>CACREP-2016 2.f.d</p> <p>ACA Code of Ethics, Section A.7.a. states, “When appropriate, counselors advocate at individual, group, institutional, and societal levels to address potential barriers and obstacles that inhibit access and/or the growth and development of</p>	Resource Manual due to VIA – resource list may be added to the end of the manual

	<p>clients.” (Advocating for the Counseling Profession, ASCA)</p> <p>Why Advocate?</p> <ul style="list-style-type: none"> • State licensure laws • Medicare reimbursement • Federal funding for school counselors • State and federal educational policies <p>Advocate For:</p> <ul style="list-style-type: none"> • Individual role as a school counselor – how does the school counselor help students, parents and teachers within the school? • Agent of social change – In a helping profession, it is important to advocate for marginalized, underserved, and vulnerable populations. School counselors are positioned to advocate for the health and well-being of children and young adults, as well as educational policies that impact these populations. • Advocate at district, state, and federal level – Be informed and involved in policies that impact 	
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	<p>school counseling at each level. Partner with professional organizations such as American School Counseling Association when needed, as well as other organizations in the community including health advocates, other education advocates and groups, and political activist groups. (ASCA)</p> <ul style="list-style-type: none">• Chapters 15 – Mental Health Counseling• Be acquainted with the concepts of psychology relevant to wellness and adjustment in a contemporary context.• Be able to integrate theory, technique and research, and application of these• Participate in professional activities, e.g., AMHCA, to advocate for the importance of mental health counseling in our world today. <p>CACREP-2016.2.F.1.d - the role and process of the professional counselor advocating or behalf of the profession</p>	
November 25, 2020	Thanksgiving Holiday	

Class 15	Last Day of Class – Individual time to discuss course content and assignments.	
Class 16	Wrap up/Course Evaluation	

VIII. HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE):

IX. TRANSPARENT INSTRUCTION:

The Quality Enhancement Plan (QEP) for LMU, Transparent Instruction in General Education and Gateway Courses for Student Success, is committed to improving student success through targeted course assignments. LMU is focused on providing instructional assignments to students in a clear and concise manner that is inclusive of all learners.

Each qualifying course will have a minimum of two transparent assignments in which the Purpose, Tasks, and Criteria (PTC) will be explained. The Purpose will identify the learning objectives including the skills and knowledge to be gained—both for the class and beyond college. The Tasks will list the activities and steps that students will perform to complete the assignment. The Criteria will detail the grading rubrics and point structure. An annotated example may be provided to model exemplary work.

X. [EACH INSTRUCTOR MAY INSERT MISCELLANEOUS COURSE ELEMENTS HERE, AS DESIRED – NUMBERED IN SEQUENCE]:

1. “scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors.”
2. All students on day one are informed that if in-person meetings have to be canceled for any reason, they should continue to log in regularly for assignments and other course-related information.
3. All students and employees must complete the Employee/Student Clearance form prior to returning to campus –the form is available at <https://www.lmunet.edu/questionnaire.php>; 2. All students and employees must familiarize themselves with the LMU COVID-19 policies available at <https://www.lmunet.edu/covid.php>;
4. All students and employees must self-isolate in the event of testing positive to COVID-19, having any known COVID-19 exposure or if any COVID-19 symptoms develop – more information on COVID-19 symptoms can be found at <https://www.lmunet.edu/documents/COVID19-symptoms.pdf>. If you self-isolate, please notify your advisor, supervisor, or residential housing supervisor immediately; 4. All students and employees should wash their hands frequently;
5. All students and employees should practice physical distancing whenever possible by maintaining 6 or more feet from all other individuals;
6. All students and employees must wear a commercial or otherwise medically compliant cloth facemask that fully covers the mouth and nose when occupying common areas of buildings, classrooms, and lab spaces. Such spaces include, but are not limited to, lounges, hallways, foyers, waiting areas, restrooms, etc. Those with documented medical conditions that would make it unsafe for them to wear a face covering should consult their supervisor or the Office of Student Affairs. Facemasks

- of a single color or pattern or school logo are preferred. Facemasks must not be offensive or potentially offensive in nature. Employees or students asked by supervisors or faculty to change their facemasks should do so willingly;
7. All students and employees should monitor their own health prior to reporting to campus, and daily. Health checks include such actions as taking temperatures and checking for symptoms (see <https://www.cdc.gov/coronavirus/2019-ncov/index.html> for an online symptom self-check). Temperatures should be below 100.4F in order to come to work or class. Individuals' temperatures should be protected information and actual temperatures should not be recorded, any actions resulting from an individual's temperature check should be protected. Please refer to your advisor or supervisor if you should receive additional instructions;
 8. All students and employees should observe posted signage and guidance as it relates to modified class instruction practices, altered pedestrian traffic patterns, elevator and stairway use limitations, occupancy limitations, and protective barriers;
 9. Any University-related travel must be pre-approved by an advisor or supervisor;
 10. Campus guests must be pre-approved prior to returning to campus;
 11. Any student or employee who has been exposed to COVID-19, has symptoms of COVID-19 or tests positive to COVID-19 should follow the student/employee leave policy found in the COVID-19 booklet.
 12. Courses, laboratory sessions, meetings, events, clubs, etc. may be temporarily modified, suspended, or delayed to meet compliance with the published guidelines.
- XI. IMPORTANT DATES IN THE ACADEMIC CALENDAR FALL 2020:**

Event	Date(s)
Classes Begin	August 17
Last Day to Add Classes	August 26
Labor Day (no classes)	September 7
Last Day to Drop Course without "WD"	September 15
Mid-Terms	October 5-9
Homecoming (classes held as scheduled)	October 8-11
Last Day to Drop Course without "F"	October 23
Thanksgiving holiday (no classes)	November 25-27
Last Day of Classes	December 4
Final Exams	December 7- 11
Commencement (10 a.m.)	December 12

LMU INFORMATION FOR ALL COURSES and PROGRAMS

XII. UNIVERSITY SERVICES:

ACADEMIC SUPPORT SERVICES: LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academic-and-student-services/index.php> for more information regarding the Tagged Center for Academic Support, tutoring options, study skills sites,

Student Support Services, and the Cornerstone Program

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6277 (800-325-0900 ext. 6277).

XIII. UNIVERSITY POLICIES:

UNDERGRADUATE ATTENDANCE: To maximize the learning experience at Lincoln Memorial University, students are expected to attend all classes. It is the student's responsibility to complete all course requirements even if a class is missed. The University understands that certain absences are unavoidable and recognizes the following as excused absences:

- Personal illness – health care provider validation typically required; chronic illnesses which may cause absences should be disclosed to the instructor (see course syllabus for specific guidelines)
- Death or critical illness in the family as defined in LMU Student Handbook (see Bereavement Policy)
- Jury duty
- Military duties
- Religious observances of a student's faith
- Participation in a university-sponsored activity – with official notification from University personnel

Faculty may require documentation for excused absences. Additional excused absences are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an "excused absence" the opportunity to make up work missed without any reduction in the student's final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences, students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the University's academic integrity policy (which can be found in the LMU Undergraduate Catalog <https://www.lmunet.edu/academics/catalogs.php>).

The LMU Athletics Division will provide official notification of excused absences directly to the instructor. It is also the student athlete's responsibility to notify the instructor of any absence PRIOR to the absence. For examinations (tests or quizzes) which conflict with excused athletic absences, the student athlete must notify the

instructor BEFORE the absence and reach an exact agreement on the time and date of the make-up exam/quiz. Major projects/papers/presentations affected by excused absences must also follow the make-up process as outlined above.

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.

Approved at Academic Council October 18, 2018

UNOFFICIAL WITHDRAWALS: Any student who ceases attending classes before the end of the semester, or summer term, without completing the official withdrawal from the University, automatically receives the grade “F” for such course(s), so noted on the student’s academic transcript, and may be administratively withdrawn. Unofficial Withdrawals are reviewed after grades post for each term. Any student earning all F’s is considered an Unofficial Withdrawal. Financial Aid confirms attendance past the 60% point of the term and a timeline in which to provide that documentation. Adequate attendance documentation can be an email statement directly from the instructors stating the student attended past the 60% date, hard copy print outs of online coursework submitted after the 60% date, or hard copy tests submitted after the 60% point. If attendance is not confirmed, LMU will make an R2T4 calculation, thru FAA Access, using the 50% point of the term as the withdrawal date. Adjustments are made and refunds returned to the appropriate program(s) with the DOE, at the time of processing the Unofficial Withdrawal student record. Financial Aid then notifies the student of the adjustments made via the results of the R2T4 calculation, why the calculation had to be made, and what financial responsibilities the student has.

ADMINISTRATIVE WITHDRAWALS: Students who have not attended courses by the ninth class meeting of the semester (or equivalent for summer terms) will be reported to the Registrar’s Office, Financial Aid, and the Tagge Center and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively withdrawn, with an F recorded on the transcript for each course. (See “Unofficial Withdrawal.”)

FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:

[Verification of Identity](#)

[Protection of Identity](#)

[No Additional Charges](#)

STUDENTS WITH DISABILITIES POLICY: LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES can be found in the student handbooks and catalogs published online as part of the LMU Website:

Catalogs: <https://www.lmunet.edu/academics/catalogs>

Handbooks: <http://www.lmunet.edu/student-life/handbooks>

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT:

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/counseling/index.php>.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at titleix@lmunet.edu, or by phone at (423) 869-6618. The Title IX Coordinator/Institutional Compliance Officer's office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

HAZING: Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcome's assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate degree students, which includes: Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology; Associate of Arts – General Studies; and Associate of Science – General Studies, students must take the General Education Proficiency Profile examination. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate's degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of \$20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by

the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student's subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated, the student will have a grade of No Credit (N.C.) assigned for LNCN 300.

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:

- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

IN THE EVENT OF INCLEMENT WEATHER, STUDENTS should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY: Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

XIII. MISSION STATEMENT:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU's website: [HTTPS://WWW.LMUNET.EDU/ABOUT-LMU/HERITAGE-MISSION.PHP](https://www.lmunet.edu/about-lmu/heritage-mission.php).

XIV. STUDENT COMMUNITY ENGAGEMENT: A cornerstone of the University's mission is service to humanity. As part of the University's Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <https://www.lmunet.edu/leadership-and-outreach/index.php> or contact the Director of Leadership and Outreach, Hannah Wilson, at hannah.wilson@lmunet.edu.

XV. TurnItIn.com notification: Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.

XVI. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS. [OPTIONAL SECTION/LANGUAGE.]