Course CES 101 - Professional Orientation and Ethical Practice

**Contact and Office Hours**

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Office hours:

Monday 12 noon – 5 pm

Wednesday 12 noon – 5 pm

Friday 12 noon – 5 pm

**Welcome:**

It is my honor and privilege to welcome you all to Professional Orientation and Ethical Practice. My name is Professor Kapil Nayar, you may call me Kap. I am so excited to learn with you along our journey while we explore orientation and ethics in the realm of counseling and professional practice. My goal is to be able to deliver the material found throughout this coursework in a way that is practical, engaging, and applicable to your future role as a clinician. Please know, this is a safe space, for questions, and reflection personal opinions and perspectives. There is no obligation to share all your views, but if shared, there is an expectation that we all hold mutual respect. Welcome!

**My Teaching Philosophy:**

We all have been put in courses where we have learned material but were not able to take what was presented in that learning environment and apply it to real life. Being presented with information that we do not have the ability to apply directly to our real life is always an issue within the learning paradigm. Being mindful of the fact that we all are direct extensions of our experiences; we have grown to learn through issues that have come up throughout our lives as we engaged in specific problems. With this said, I seek to create a space in which information can be presented so that you can listen, question, and clarify, so as to encourage analysis and problem solving. My mission here is to be able to assist in presenting information here as it pertains to this course so that you can apply it to your work as a counselor moving forward.

**Course Description:**

This course will provide a broad comprehensive vantage of core concepts as they pertain to counseling, ethical considerations, legal factors, along with our responsibilities as a counselor. We will review our professional identity, including, report creation, session documentation, record keeping, and reimbursement for services as a professional counselor. Throughout the course, we will offer a historical review of the field along with current trends. Our goal is to be able to develop a strong awareness of personal and professional ethical practices, as well as establish an appreciation of the profession.

**Methods of Instruction:**

Throughout this term, we will be meeting in person for our classes. As the course progresses, we would hope to be able to display course material through a series of lectures, that will be held on main campus in room CL-9009 at 5:30 pm every Monday. The course runs 12 weeks, and throughout we will be reviewing the course material through live lecture, small and large group discussions. We will also have a display of videos in to help deliver some of the highlighted material and offer a clinical application to material presented. There will be assigned readings, individual assignments, group assignments, discussion questions to further enhance learning. The use of all these methods will assist in overall learning. **All discussion questions, papers, and assignments will be due the Sunday prior to the next class (e.g. week 1/4/21, DQ1 due 1/7/21). Please contact me directly for any further questions or extension request.**

**Disability Accommodation Policy and Procedures Statement:**

Our mission at this university is to serve all equally. All students will have equal access to the university’s programs, systems, facilities, and units of additional supports. To receive accommodations through the university, students may complete an Accommodation Request From and provide supporting documentation to the Student Disability Services for review and issue. Unfortunately, the university is not able to issue accommodations that are not requested. Please feel free to reach out to myself for further information, and we can review the Student Disability Services section in the university policies found on the university website homepage. I am available for further clarification and navigation, if additional information is needed regarding the policy and procedure for submission of forms. (Please allow 24 hours for e-mail response.)

**Student Performance Evaluation Criteria and Procedures:**

For specific information on how grading is conducted, please review the university policies and procedures, located on the main page of the university’s website. Review of the policies and procedures can be found under the University Academic Grading Policies link on the left-hand side of the page. Please do not hesitate to contact me if you need further assistance finding this information on the main website.

**Evaluation Components:**

**1/4/21 - Week 1 Discussion Question 1** Points 20

**Discussion Question 1:** What are the differences between values, ethics, and laws? Why are there ethics for counselors? Which codes of ethics will you abide by and why? How is abiding by a code of ethics helpful in providing treatment to someone who has differing values to you?

CACREP 2.F.1.a,, 5.C.1.a, 2.F.I.j, 5.C.2.1

Objectives:

Students will be able to examine the history, philosophy, and counseling theories in specialty areas of the counseling profession 2.F.1.a

Students will be able to explain the history and development of clinical mental health counseling 5.C.1.a

Students will examine legal and ethical standards, best practices, technology, and current trends in the counseling field in order to successfully practice counseling in your state 2.F.1.h, 2.F.l.j, 5.C.2.l

**1/11/21 - Week 2 Discussion Question 2** Points 20

**Discussion Question 2**: What are the key roles and functions of professional counseling licensure and credentialing boards? How do the these boards protect the public from unethical practice? Differentiate dynamics between private and public practice

CACREP 2.F.l.i 5.C.2.m

Objectives:

Students will be able to describe roles and functions of professional counseling licensure and credentialing boards and describe how the boards protect the public 2.F.l.i

Students will be able to differentiate dynamics between private and public practice, along with obligations regarding report writing, record keeping, and service reimbursement 5.C.2.m

**1/18/21 - Week 3 Discussion Question 3** Points 20 **Due 1/22/21**

**Discussion Question 3:** Explain the concept of therapeutic objectivity? What does this mean? How is it applicable as a counselor? How can multicultural competence be an ethical issue as it relates to professional standards? How can lack of cultural awareness or social factors affect the quality and outcomes of counseling? What can we do to ensure competence? How would you visualize the experience from the clients vantage after experiencing the $100 race challenge? How can we use this information moving forward as a counselor in establishing rapport?

CACREP 5.C.2.j, 5.C.2.i

Objectives:

Students will examine how cultural factors and personal values affect the counseling relationship 5.C.2.j

Students will identify and examine legislation and government policy, and their relevance to mental health counseling 5.C.2.i

**1/25/21 - Week 4 Discussion Question 4** Points 20

**Discussion Question 4:** Case conceptualization and analysis – Raina came into your office about 12 months ago. When meeting, you suggested that Raina should engage in couples counseling, but she informed you that her husband did not want to participate. A few months ago, Raina informed you that her and her husband went through a nasty divorce. You have been subpoenaed to produce all of your records pertaining to Raina’s treatment. Raina has called you and told you not to comply with the subpoena. 1. What should you do in this situation? 2. Reflect – what are your initial thoughts, assumptions and feelings of this case? Think to when have you been told in your life to do something that you don’t agree with? 3. Looking at this situation from Raina’s perspective, can you see why she is wanting you to not comply? 4. How does it feel to be in the middle of this situation? 5. How can you use this emotional strife moving forward as a counselor?

CACREP 2.F.1.b, 2.F.1.l, 5.C.2.a

Objectives:

Students will be able to examine a counselors role and responsibilities involved in client rights, confidentiality, and limits of confidentiality 2.F.1.b, 2.F.1.l, 5.C.2.a

**2/1/21 - Week 5 Reflection Paper 1** Points 30

Counseling and psychotherapy ethics: Self-awareness, competence, and boundaries. . (2017).[Video/DVD] Microtraining Associates. Retrieved from https://video-alexanderstreet-com.ezp.waldenulibrary.org/watch/counseling-and-psychotherapy-ethics-self-awareness-competence-and-boundaries

Reflection paper 1: Counseling and psychotherapy – Self Awareness, competence, and boundaries. Thinking about your experiences, how would you rank your knowledge of awareness, competence, and boundaries? When in your life have you experienced aspects of unawareness, lack of competence, or lack of boundaries? How did that impact your life or the situation? Why do you feel like having awareness, competence and boundaries are important as a counselor?

**2/8/21 - Week 6 Discussion Question 5**  Points 20

**Discussion Question 5:** Describe various methods used to ensure confidentiality. Describe how breaches of confidentiality could be managed. Identify a time in your life where you or your loved one felt as though your confidentiality was breached. Reflect on the situation, how it felt, and ways in which you mitigated the situation? Using the information posed, do you think the mitigation tactics could prevent emotions experienced?

CACREP 5.C.3.c, 5.C.2.k, 5.F.2.n, 2.F.l.g

Objectives:

Students will be able to describe strategies for interfacing with the legal system 5.C.3.c

Students will be able to identify professional organizations, preparation standards, and credential relevant to practice of clinical mental health counseling 5.C.2.k, 5.F.2.n

Students will be able to determine requirements for credentialing, licensure, certification, and accreditation, and state how public policy affects requirements 2.F.l.g

**2/15/21 - Week 7 Case Conceptualization** Points 30

**Case study and critical incident analysis** – Begin to reflect on this study. What is the first emotional effect that you are experiencing after watching the video? Reflect on how you would apply what you have learned from the case. What would you do to mitigate the emotional cascade based on Ethical Dilemmas presented in Boundary issue video? What would you offer as far as insights on vantage for all other parties involved in the video (e.g. receiving party/client)? How could you see yourself incorporating information posed in this study into your work as a counselor in the future?

CACREP 2.F.l.d, 5.C.3.e, 5.C.2.m, 2.F.l.j

Objectives:

Students will be able to present ethical ways that a counselor can manage limited resources, respond to discrimination, and advocate for mental health clients and the counseling professional to promote community change 2.F.l.d, 5.C.3.e

Students will analyze ethical issues and practices related to record keeping, third party reimbursement, and state insurance laws, both in private and community based practice 5.C.2.m

Students will be able to synthesize ethical responsibilities in application to technology and the counseling field 2.F.l.j

**2/22/21 - Week 8 Discussion Question 6 and Role Play** Points 40

**Discussion Question 6:** Problem resolution – You are counseling in an agency in which supervision is weekly in group staff meeting format. Within these meetings, review of agency policy, procedure and other administrative topics are discussed. You are uneasy since you know what group supervision is to entail. You are also aware of the amount of hours needed for independent licensure. Discuss the ethical issues involved in this situation from the vantage of a professional counselor, supervisor, and consultant. Describe what you would do in this situation, what options you would explore, and explain why. Recommend a plan citing literature to bring evidence to resolve the format of the group supervision. Role play the format of a group accordingly. (Group role play exercise)

CACREP 2.F.l.m

Objectives:

Students will be able to discuss the different roles of a counselor, supervisor, and consultant within the counseling field 2.F.l.m

**3/1/21 - Week 9 Legal Case Review** Points 30

**Legal case review paper**: Use a reflective examination of the incident from both a theoretical and practical perspective. View the legal study from the vantage of the participants (e.g. – counselor, supervisor, client, police etc). How would you apply the core concepts of this legal case to your role as a counselor?

CACREP 5.C.2.l

Objectives:

Students will analyze legal and ethical considerations specific to clinical mental health counseling 5.C.2.l

**3/8/21 - Week 10 Discussion Question 7** Points 20

**Discussion Question 7:** Describe a specific situation in your life for each: Autonomy, nonmaleficence, beneficence, justice, and fidelity. How do the emotions felt in each of these situations have impact on privileged communication, record keeping, subpoenas and court ordered clientele?

CACREP 5.C.2.m, 5.C.3.c, 5.C.3.e

Objectives:

Students will identify the importance of record keeping, third party reimbursement and practice management in mental health counseling 5.C.2.m

Students will examine strategies for interfacing with the legal system regarding court-referred clients 5.C.3.c

Students will examine strategies for advocating for persons with mental health issues 5.C.3.e

**3/15/21 - Week 11 Discussion Question 8** Points 20

**Discussion Question 8:** Thinking of your life and how you interact with people, what are some of the avenues that you implore as you meet someone as you begin to form a relationship? How are these sensations, or actions similar to the phases of counseling? How are they different? What will you do to ensure there are boundaries while navigating each phase?

CACREP 5.C.3.a

Objectives:

Students will examine the intake interview, mental status evaluation, biopsychosocial history and assessment for treatment planning and caseload management 5.C.3.a

**3/22/21 - Week 12 Self Reflection Paper 2** Points 100

**Self-reflection:** What have we learned this term, why is the information posed this term important for what we do while working in the field?

**Class Participation Points** 10

**Attendance Points** 20

**TOTAL Points 400**

Grading:

100 – 95 A 75 – 73 C

94 - 90 A - 72 – 70 C –

89 – 86 B + 69 – 66 D +

85 – 83 B 65 – 63 D

82 – 80 B – 62 – 60 D -

79 – 76 C + Below 60 F

All graded assignments will be returned to by the end of the following week of the assignments due date. Grades will be posted online under your university portal under this registered course online, and you will receive a returned hard copy of graded work submitted as well. Please be sure to review all graded assignments and contact me if there are any questions or further clarification needed via email. If you would like to opportunity to revise an assignment, please do not hesitate to email to discuss this further. **Late assignments will be accepted for half a letter grade reduction.**

**Attendance:**

There is an expectation for the students to attend all classes. In class participation and attendance account for a portion of your grade. Both of which are set to enhance your learning. Live lecture, and peer interaction will play a role in overall composite comprehension of the material for this course. If there is an extenuating life event or circumstance, please let me know immediately, and we will discuss a way to keep you enrolled. All assignments are due on dates listed within the syllabus unless accommodations were agreed by either the university or professor prior to.

**Absences:**

1 absence: 1 excused absence will be allowed with no ramification on your grade.

2 absences: Final grade will drop by half a letter grade ie B will go to B –.

3 Absences: Final grade will drop by a full letter grade ie – B will go to C.

4 or more absences: Will result in failure of the course.

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| Week 1 | | **Introduction**  **Orientation**  **Syllabus review** | | CACREP  2.F.1.a  5.C.1.a  2.F.I.j  5.C.2.1 | | Read Chapters 1 and 2 in *Issues and Ethics in the Helping Professions.*  Discussion Question 1: What are the differences between values, ethics, and laws? Why are there ethics for counselors? Which codes of ethics will you abide by and why? How is abiding by a code of ethics helpful in providing treatment to someone who has differing values to you? | |
| Week 2 | | **Professional Orientation, Licensing, and Credentialing:** | | 2.F.l.i  5.C.2.m | | Read Chapter 8 in *Issues and Ethics in the Helping Professions*  Discussion Question 2: What are the key roles and functions of professional counseling licensure and credentialing boards? How do the these boards protect the public from unethical practice? Differentiate dynamics between private and public practice?  Rosenthal, H. (2008). *Encyclopedia of Counseling : Master Review and Tutorial for the National Counselor Examination, State Counseling Exams, and the Counselor Preparation Comprehensive Examination: Vol. 3rd ed*. Routledge.  Parrish, D. E., & Rubin, A. (2012). Social Workers’ Orientations toward the Evidence-based Practice Process: A Comparison with Psychologists and Licensed Marriage and Family Therapists. *Social Work*, *57*(3), 201–210. https://doi-org.ezp.waldenulibrary.org/10.1093/sw/sws016 | |
| Week 3 | | **Values and Cultural Issues in Professional Ethics** | | 5.C.2.j  5.C.2.i | | Review chapter 1, 3, and 4 in *Issues and Ethics in the Helping Professions.*  In class - $100 race simulation Year, L. (Ed.). (2017, October 14). Privilege/Class/Social Inequalities Explained in a $100 Race - Please Watch to the End. Thanks. Retrieved January 03, 2021, from https://www.youtube.com/watch?v=4K5fbQ1-zps  In Class – Diad and Triad group discussion on inequalities and the importance of equity.  *Supervising Counsellors : Issues of Responsibility*, edited by Sue Wheeler, and David King, SAGE Publications, 2000. *ProQuest Ebook Central*, https://ebookcentral.proquest.com/lib/waldenu/detail.action?docID=483340.  Jungers, C., Gregoire, L., & Gregoire, J. (Eds.). (1966). *Counseling ethics : Philosophical and professional foundations*. ProQuest Ebook Central <https://ebookcentral.proquest.com>  Discussion Question 3: Explain the concept of therapeutic objectivity? What does this mean? How is it applicable as a counselor? How can multicultural competence be an ethical issue as it relates to professional standards? How can lack of cultural awareness or social factors affect the quality and outcomes of counseling? What can we do to ensure competence? How would you visualize the experience from the clients vantage after experiencing the $100 race challenge? How can we use this information moving forward as a counselor in establishing rapport? | |
| Week 4 | | **Client Rights, Counselor Responsibilities, and Confidentiality** | | 2.F.1.b  2.F.1.l  5.C.2.a | | Read chapters 5 and 6 in *Issues and Ethics in the Helping Professions*  Cordess, C. (Ed.). (2000). *Confidentiality and mental health*. ProQuest Ebook Central <https://ebookcentral.proquest.com>  Discussion Question 4: Case conceptualization and analysis – Raina came into your office about 12 months ago. When meeting, you suggested that Raina should engage in couples counseling, but she informed you that her husband did not want to participate. A few months ago, Raina informed you that her and her husband went through a nasty divorce. You have been subpoenaed to produce all of your records pertaining to Raina’s treatment. Raina has called you and told you not to comply with the subpoena. 1. What should you do in this situation? 2. Reflect – what are your initial thoughts, assumptions and feelings of this case? Think to when have you been told in your life to do something that you don’t agree with? 3. Looking at this situation from Raina’s perspective, can you see why she is wanting you to not comply? 4. How does it feel to be in the middle of this situation? 5. How can you use this emotional strife moving forward as a counselor? | |
| Week 5 | | **Managing Boundaries and Multiple Relationships: Making Ethical Decisions** | |  | | Read Chapter 7 in *Issues and Ethics in the Helping Professions*  Cottone, R. R., & Tarvydas, V. (2016). *Ethics and decision making in counseling and psychotherapy, fourth edition*. ProQuest Ebook Central <https://ebookcentral.proquest.com>  Counseling and psychotherapy ethics: Self-awareness, competence, and boundaries. . (2017).[Video/DVD] Microtraining Associates. Retrieved from https://video-alexanderstreet-com.ezp.waldenulibrary.org/watch/counseling-and-psychotherapy-ethics-self-awareness-competence-and-boundaries  Reflection paper on video: Counseling and psychotherapy – Self Awareness, competence, and boundaries. | |
| Week 6 | | **Ethical Issues in Family and Group Work** | | 5.C.3.c  5.C.2.k  5.F.2.n  2.F.l.g | | Read Chapters 11 and 12 in *Issues and Ethics in the Helping Professions*  Mazzula, S. L., & LiVecchi, P. (2018). *Ethics for professional counselors : Integrating counseling and psychology standards*. ProQuest Ebook Central <https://ebookcentral.proquest.com>  Discussion Question 5: Describe various methods used to ensure confidentiality. Describe how breaches of confidentiality could be managed. Identify a time in your life where you or your loved one felt as though your confidentiality was breached. Reflect on the situation, how it felt, and ways in which you mitigated the situation? Using the information posed, do you think the mitigation tactics could prevent emotions experienced? | |
| Week 7 | | **Ethical Issues in Private Practice and Community Counseling** | | 2.F.l.d  5.C.3.e  5.C.2.m  2.F.l.j | | Read Chapter 13 in *Issues and Ethics in the Helping Professions.*  Jungers, C., Gregoire, L., & Gregoire, J. (Eds.). (1966). *Counseling ethics : Philosophical and professional foundations*. ProQuest Ebook Central <https://ebookcentral.proquest.com>  Governors State University. Division of Digital Learning and Media Design (Producer), & . (2015). Professional Orientation/Ethics: Ethical dilemmas: Boundary issues. [Video/DVD] Microtraining Associates. Retrieved from https://video-alexanderstreet-com.ezp.waldenulibrary.org/watch/professional-orientation-ethics-ethical-dilemmas-boundary-issues  Case study and critical incident analysis – Begin to reflect on this study. What is the first emotional effect that you are experiencing after watching the video? Reflect on how you would apply what you have learned from the case. What would you do to mitigate the emotional cascade based on Ethical Dilemmas presented in Boundary issue video? What would you offer as far as insights on vantage for all other parties involved in the video (e.g. receiving party/client)? How could you see yourself incorporating information posed in this study into your work as a counselor in the future? | |
| Week 8 | | **Professional Competence: Issues in Supervision and Consultation** | | 2.F.l.m | | Read Chapters 9 and 10 in *Issues and Ethics in the Helping Professions*  Wheeler, S., & King, D. (Eds.). (2000). *Supervising counsellors : Issues of responsibility*. ProQuest Ebook Central <https://ebookcentral.proquest.com>  Discussion Question 6: Problem resolution – You are counseling in an agency in which supervision is weekly in group staff meeting format. Within these meetings, review of agency policy, procedure and other administrative topics are discussed. You are uneasy since you know what group supervision is to entail. You are also aware of the amount of hours needed for independent licensure. Discuss the ethical issues involved in this situation from the vantage of a professional counselor, supervisor, and consultant. Describe what you would do in this situation, what options you would explore, and explain why. Recommend a plan citing literature to bring evidence to resolve the format of the group supervision. Role play the format of a group accordingly. (Group role play exercise) | |
| Week 9 | **Malpractice and Resolving Legal Challenges** | | 5.C.2.l | | Jenkins, P. (Ed.). (2002). *Legal issues in counselling & psychotherapy*. ProQuest Ebook Central <https://ebookcentral.proquest.com>  Legal case review paper – Use a reflective examination of the incident from both a theoretical and practical perspective. View the legal study from the vantage of the participants (e.g. – counselor, supervisor, client, police etc). How would you apply the core concepts of this legal case to your role as a counselor? | |
| Week 10 | **Privileged communication, record keeping, managing subpoenas, and court ordered clientele** | | 5.C.2.m  5.C.3.c  5.C.3.e | | Piazza, N. J., & Baruth, N. E. (1990). Client Record Guidelines. *Journal of Counseling & Development*, *68*(3), 313. <https://doi-org.ezp.waldenulibrary.org/10.1002/j.1556-6676.1990.tb01380.x>  Discussion Question 7: Describe a specific situation in your life for each: Autonomy, nonmaleficence, beneficence, justice, and fidelity. How do the emotions felt in each of these situations have impact on privileged communication, record keeping, subpoenas and court ordered clientele? | |
| Week 11 | **Phases of the counseling dynamic, Initiation stage, working.** | | 5.C.3.a | | Gold, S. N. (2020). Initial contact, assessment, and case formulation: Setting the stage for success. In *Contextual trauma therapy: Overcoming traumatization and reaching full potential.* (pp. 89–112). American Psychological Association. <https://doi-org.ezp.waldenulibrary.org/10.1037/0000176-006>  Discussion Question 8: Thinking of your life and how you interact with people, what are some of the avenues that you implore as you meet someone as you begin to form a relationship? How are these sensations, or actions similar to the phases of counseling? How are they different? What will you do to ensure there are boundaries while navigating each phase? | |
| Week 12 | **The Termination Process** | |  | | Self-reflection: Thinking of where we started this term: What have we learned this term, why is the information posed this term important for what we do while working in the field? (potentially reflect on week 1 DQ) | |
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**Learning Resources Required Course Materials:**

Corey, G., Core, M.S., Corey, C., & Callanan, P. (2014). *Issues and ethics in the helping professions* (9th Ed.). Independence, KY: Brooks/Cole Cengage Learning. ISBN-13: 9781285464571

**Citations:**

American Counseling Association (ACA) Code of Ethics. 2016. <http://www.counseling.org/knowledge-center/ethics>

Corey, G., Corey, M. S., Corey, C., & Callanan, P. 2014 . Issues and ethics in the helping professions (9th ed.). Independence, KY: Brooks/Cole Cengage Learning. ISBN-13: 9781285464671

Cordess, C. (Ed.). (2000). *Confidentiality and mental health*. ProQuest Ebook Central <https://ebookcentral.proquest.com>

Cottone, R. R., & Tarvydas, V. (2016). *Ethics and decision making in counseling and psychotherapy, fourth edition*. ProQuest Ebook Central <https://ebookcentral.proquest.com>

Counseling and psychotherapy ethics: Self-awareness, competence, and boundaries. . (2017).[Video/DVD] Microtraining Associates. Retrieved from <https://video-alexanderstreet-com.ezp.waldenulibrary.org/watch/counseling-and-psychotherapy-ethics-self-awareness-competence-and-boundaries>

Gold, S. N. (2020). Initial contact, assessment, and case formulation: Setting the stage for success. In *Contextual trauma therapy: Overcoming traumatization and reaching full potential.* (pp. 89–112). American Psychological Association. <https://doi-org.ezp.waldenulibrary.org/10.1037/0000176-006>

Governors State University. Division of Digital Learning and Media Design (Producer), & . (2015). Professional Orientation/Ethics: Ethical dilemmas: Boundary issues. [Video/DVD] Microtraining Associates. Retrieved from <https://video-alexanderstreet-com.ezp.waldenulibrary.org/watch/professional-orientation-ethics-ethical-dilemmas-boundary-issues>

National Board of Certified Counselors. 2016. NBCC code of ethics. <https://nbcc.org/Assets/Ethics/NBCCCodeofEthics.pdf>

Jenkins, P. (Ed.). (2002). *Legal issues in counselling & psychotherapy*. ProQuest Ebook Central <https://ebookcentral.proquest.com>

Jungers, C., Gregoire, L., & Gregoire, J. (Eds.). (1966). *Counseling ethics : Philosophical and professional foundations*. ProQuest Ebook Central <https://ebookcentral.proquest.com>

(n.d.). Retrieved December 16, 2020, from <http://www.naadac.org/membership/code-of-ethics>

Mazzula, S. L., & LiVecchi, P. (2018). *Ethics for professional counselors : Integrating counseling and psychology standards*. ProQuest Ebook Central <https://ebookcentral.proquest.com>

Parrish, D. E., & Rubin, A. (2012). Social Workers’ Orientations toward the Evidence-based Practice Process: A Comparison with Psychologists and Licensed Marriage and Family Therapists. *Social Work*, *57*(3), 201–210. <https://doi-org.ezp.waldenulibrary.org/10.1093/sw/sws016>

Piazza, N. J., & Baruth, N. E. (1990). Client Record Guidelines. *Journal of Counseling & Development*, *68*(3), 313. https://doi-org.ezp.waldenulibrary.org/10.1002/j.1556-6676.1990.tb01380.x

Rosenthal, H. (2008). *Encyclopedia of Counseling : Master Review and Tutorial for the National Counselor Examination, State Counseling Exams, and the Counselor Preparation Comprehensive Examination: Vol. 3rd ed*. Routledge.

Wheeler, S., & King, D. (Eds.). (2000). *Supervising counsellors : Issues of responsibility*. ProQuest Ebook Central <https://ebookcentral.proquest.com>

Year, L. (Ed.). (2017, October 14). Privilege/Class/Social Inequalities Explained in a $100 Race - Please Watch to the End. Thanks. Retrieved January 03, 2021, from https://www.youtube.com/watch?v=4K5fbQ1-zps

**Additional counseling materials:**

**Diagnostic and Statistical Manual of Mental Disorders (DSM)**

Part of the counseling program requires possession of a copy of the American Psychiatric Association’s *Diagnostic and Statistical Manual of Mental Disorders (DSM).*  This resource would be used throughout your program. Having awareness of use of this manual would be integral to your functioning as a counselor. Be sure to hold on to this manual as you continue throughout the program.

**Publication Manual of the American Psychological Association**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN-13: 9781433805615

The APA template and manual should be purchased as another resource for your composite awareness and understanding of diagnosis.

**ACA Code of Ethics**

Read the American Counseling Associations Code of Ethics.

http://www.counseling.org/knowledge -center/ethics

**NAADAC Code of Ethics**

Read the National Association of Alcohol and Drug Abuse Counselors (NAADAC) Code of Ethics.

<http://www.naadac.org/membership/code-of-ethics>

**State Mental Health Legislation 2014: Trends, Themes, and Effective Practices**

Review the State Mental Health Legislation.

<http://www.nami.org/legreport2014>

**Counseling Organizations**

Review the counseling organizations list on the Agape Center website.

<http://www.theagapecenter.com/organizations/counseling.htm>

**Board of Directors of the National Council for Behavioral Health**

Explore the Board of Directors of the National Council for Behavioral Health website.

<http://www.thenationalcouncil.org/about/national-mental-health-association/board/>

**American Mental Health Counseling Association**

Explore the American Mental Health Counselors Association website.

<http://amhca.site-ym.com/>

**National Board for Certified Counselors**

Explore the National Board for Certified Counselors website.

<http://www.nbcc.org>

**Encyclopedia of Counseling**

Rosenthal, H. (2008). *Encyclopedia of Counseling : Master Review and Tutorial for the National Counselor Examination, State Counseling Exams, and the Counselor Preparation Comprehensive Examination: Vol. 3rd ed*. Routledge.

**Counselors as Human Beings**

Bray, B. (2019). Counselors as human beings, not superheroes: A counseling license doesn’t inoculate practitioners against wrestling with “what if” thinking, struggling with problems in their home life and personal relationships, or experiencing some of the same hardships that they help clients walk through. *Counseling Today*, *62*(4), 18–25.