

# COUN 615 Final Paper Foundations of Counseling

by Susan Renes

## Assessment

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### Final Paper - Foundations of Counseling

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Relate the following topics (based on the course objectives) to a **specific** counseling position that you hope to have after graduation: (a) history of your chosen profession, (b) potential multiple roles of your chosen profession, (c) interdisciplinary community outreach and emergency response, (d) the role of advocacy, (e) advocacy activities to address clients' institutional and social barriers, (f) the type and role of professional organizations, (g) professional credentialing, (h) ethical standards, (i) technology's role or potential role, (j) strategies for personal and professional self-evaluation, (k) self-care strategies, and (l) counseling supervision models. The paper requires taking the topics and addressing them through the lens of a counseling position you hope to have. It does not just repeat what was presented in class. The final paper must be 10 – 15 pages in length (not including references), and must include at least ten references. Five of these references must come from your own research. Be sure to include an introduction and a conclusion. This paper may be written in first person.

## Standards

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<b>CACREP-2016.2.F.1.a</b>	history and philosophy of the counseling profession and its specialty areas
<b>CACREP-2016.2.F.1.b</b>	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
<b>CACREP-2016.2.F.1.c</b>	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
<b>CACREP-2016.2.F.1.d</b>	the role and process of the professional counselor advocating on behalf of the profession

<b>CACREP-2016.2.F.1.e</b>	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
<b>CACREP-2016.2.F.1.f</b>	professional counseling organizations, including membership benefits, activities, services to members, and current issues
<b>CACREP-2016.2.F.1.g</b>	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
<b>CACREP-2016.2.F.1.i</b>	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
<b>CACREP-2016.2.F.1.j</b>	technology's impact on the counseling profession
<b>CACREP-2016.2.F.1.k</b>	strategies for personal and professional self-evaluation and implications for practice
<b>CACREP-2016.2.F.1.l</b>	self-care strategies appropriate to the counselor role
<b>CACREP-2016.2.F.1.m</b>	the role of counseling supervision in the profession
<b>CACREP-2016.2.F.5.e</b>	the impact of technology on the counseling process
<b>CACREP-CMHC-2016.5.C.1.a</b>	history and development of clinical mental health counseling
<b>CACREP-CMHC-2016.5.C.1.b</b>	theories and models related to clinical mental health counseling
<b>CACREP-CMHC-2016.5.C.2.a</b>	roles and settings of clinical mental health counselors
<b>CACREP-CMHC-2016.5.C.2.j</b>	cultural factors relevant to clinical mental health counseling
<b>CACREP-CMHC-2016.5.C.2.k</b>	professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
<b>CACREP-CMHC-2016.5.C.2.l</b>	legal and ethical considerations specific to clinical mental health counseling
<b>CACREP-SC-2016.5.G.1.a</b>	history and development of school counseling
<b>CACREP-SC-2016.5.G.1.d</b>	models of school-based collaboration and consultation
<b>CACREP-SC-2016.5.G.2.a</b>	school counselor roles as leaders, advocates, and systems change agents in P-12 schools
<b>CACREP-SC-2016.5.G.2.d</b>	school counselor roles in school leadership and multidisciplinary teams

**CACREP-SC-2016.5.G.2.e**

school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

**CACREP-SC-2016.5.G.2.f**

competencies to advocate for school counseling roles

**CACREP-SC-2016.5.G.2.I**

professional organizations, preparation standards, and credentials relevant to the practice of school counseling

**CAEP-ADV-2014.1.2**

Providers ensure that advanced program completers use research and evidence to develop school environments that support and assess P-12 students' learning and their own professional practice specific to their discipline.

**CAEP-ADV-2014.1.5**

Providers ensure that advanced program completers model and apply technology standards as they design, implement and assess learning experiences/environments to engage students and improve learning; and enrich professional practice.

### Final Paper Foundations of Counseling

	<b>Emerging</b> (1.000 pt)	<b>Developing</b> (2.000 pts)	<b>Expectations Met</b> (3.000 pts)	<b>Expectations Exceeded</b> (4.000 pts)
<b>History and philosophy of the counseling profession</b> CACREP-2016.2.F.1.a CACREP-CMHC-2016.5.C.1.a CACREP-SC-2016.5.G.1.a CAEP-ADV-2014.1.2	History and philosophy of the counseling profession are minimally described.	History and philosophy of the counseling profession are described to some extent, but there is not a complete description of the origins of the counseling specialty area addressed in the paper.	History and philosophy of the counseling profession are adequately described, and include a basic description of the origins of the counseling specialty area addressed in the paper.	History and philosophy of the counseling profession are both thoroughly described and include a description of the origins of the counseling specialty area addressed in the paper.
<b>The multiple professional roles of counselors</b> CACREP-2016.2.F.1.b CACREP-CMHC-2016.5.C.2.a CACREP-SC-2016.5.G.1.d CACREP-SC-2016.5.G.2.d CAEP-ADV-	The multiple professional roles of counselors in the specialty area are minimally described.	The multiple professional roles and functions of counselors in the specialty area are described to some extent, but the paper does not include a complete description of relationships with other human service providers, as well as interagency and interorganizational	The multiple professional roles and functions of counselors in the specialty area are adequately described and include a basic description of relationships with other human service providers, as well as interagency and interorganizational collaboration and	The multiple professional roles of counselors in the specialty area are thoroughly described and include a clear description of relationships with other human service providers, as well as interagency and interorganizational collaboration and

2014.1.2		collaboration and consultation that might occur.	consultation that might occur.	consultation that might occur.
<b>Interdisciplinary community outreach and emergency management</b> CACREP-2016.2.F.1.c CACREP-SC-2016.5.G.2.e CAEP-ADV-2014.1.2	Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (as they relate to the specialty area) are minimally described.	Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (as they relate to the specialty area) are described to some extent.	Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (as they relate to the specialty area) are adequately described.	Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (as they relate to the specialty area) are thoroughly described.
<b>Advocating on behalf of the profession</b> CACREP-2016.2.F.1.d CACREP-SC-2016.5.G.2.a CACREP-SC-2016.5.G.2.f	The role and process of the professional counselor advocating on behalf of the profession (as they relate to the specialty area) are minimally described.	The role and process of the professional counselor advocating on behalf of the profession (as they relate to the specialty area) are described to some extent.	The role and process of the professional counselor advocating on behalf of the profession (as they relate to the specialty area) are adequately described.	The role and process of the professional counselor advocating on behalf of the profession (as they relate to the specialty area) are thoroughly described.
<b>Advocacy on behalf of the clients</b> CACREP-2016.2.F.1.e CACREP-SC-2016.5.G.2.a	Advocacy processes needed to address institutional and social barriers are minimally described.	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (as they relate to the specialty area), are described to some extent.	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (as they relate to the specialty area), are thoroughly described.	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (as they relate to the specialty area), are thoroughly described.
<b>Professional organizations</b> CACREP-2016.2.F.1.f CACREP-CMHC-2016.5.C.2.k CACREP-SC-2016.5.G.2.l	Professional organizations are minimally described.	Professional organizations, as they relate to the specialty area, are described to some extent but do not include an adequate and description of membership benefits, activities, services members, and current issues.	Professional organizations, as they relate to the specialty area, are adequately described and include a basic description of membership benefits, activities, services members, and current issues.	Professional organizations, as they relate to the specialty area, are thoroughly described and include a clear description of membership benefits, activities, services members, and current issues.
<b>Professional credentialing</b> CACREP-2016.2.F.1.g CACREP-CMHC-2016.5.C.2.k CACREP-SC-2016.5.G.2.l	Theories of group counseling are minimally described.	Theories of group appropriate to the fictional group are described to some extent, but do not adequately describe commonalities, distinguishing characteristics and how one's own	Theories of group counseling appropriate to the fictional group are adequately described, and include commonalities, distinguishing characteristics and how one's own personality and self-	Theories of group counseling appropriate to the fictional group are thoroughly described, and include commonalities, distinguishing characteristics and how one's own personality and self-

		personality and self-awareness affects one's group facilitation style.	awareness affects one's group facilitation style.	awareness affects one's group facilitation style.
<b>Ethical standards</b> CACREP-2016.2.F.1.i CACREP-CMHC-2016.5.C.2.I	Ethical standards of professional organizations and credentialing bodies are minimally described.	Ethical standards of professional organizations and credentialing bodies (as they relate to the specialty area), are described to some extent but do not and includes an adequate description of applications of ethical and legal considerations in professional counseling.	Ethical standards of professional organizations and credentialing bodies (as they relate to the specialty area), are adequately described and includes a basic description of applications of ethical and legal considerations in professional counseling.	Ethical standards of professional organizations and credentialing bodies (as they relate to the specialty area), are thoroughly described and includes a clear description of applications of ethical and legal considerations in professional counseling.
<b>Technology's impact on the counseling profession</b> CACREP-2016.2.F.1.j CAEP-ADV-2014.1.5	Technology's impact on the counseling profession (as it relates to the specialty area) is minimally described.	Technology's impact on the counseling profession (as it relates to the specialty area) is described to some extent.	Technology's impact on the counseling profession (as it relates to the specialty area) is adequately described.	Technology's impact on the counseling profession (as it relates to the specialty area) is thoroughly described.
<b>Strategies for personal and professional self-evaluation</b> CACREP-2016.2.F.1.k CAEP-ADV-2014.1.2	Strategies for personal and professional self-evaluation are minimally described.	Strategies for personal and professional self-evaluation and implications for practice (as they relate to the specialty area), are described to some extent.	Strategies for personal and professional self-evaluation and implications for practice (as they relate to the specialty area), are adequately described.	Strategies for personal and professional self-evaluation and implications for practice (as they relate to the specialty area), are thoroughly described.
<b>Self-care strategies</b> CACREP-2016.2.F.1.l CACREP-2016.2.F.5.e	Self-care strategies are minimally described.	Self-care strategies appropriate to the counselor role (as they relate to the specialty area), are described to some extent.	Self-care strategies appropriate to the counselor role (as they relate to the specialty area), are adequately described.	Self-care strategies appropriate to the counselor role (as they relate to the specialty area), are thoroughly described.
<b>Counseling supervision</b> CACREP-2016.2.F.1.m	Counseling supervision models, practices, and processes (as they relate to the specialty area), are minimally described.	Counseling supervision models, practices, and processes (as they relate to the specialty area), are described to some extent.	Counseling supervision models, practices, and processes (as they relate to the specialty area), are adequately described.	Counseling supervision models, practices, and processes (as they relate to the specialty area), are thoroughly described.
<b>Headings</b>	Headings are missing or inappropriately labeled in APA style.	A few sections of the final paper are labeled appropriately in APA style.	Most sections of the final paper are labeled appropriately in APA style.	All sections of the final paper are labeled appropriately in APA style.
<b>Structure</b>	No clear organization. Hard to follow.	A framework of a structure is present but	A structure is present and mostly clear and	Assignment has a controlling theme,

	Organization does not guide the reader or produce a strong line of thinking. Very hard to see how ideas link together. Sections wander, and contain extraneous or irrelevant information.	does not follow clear logic. Some subheadings are used. Themes of the paragraph are undeveloped and may have more than one theme.	logical. Subheadings are used. Each paragraph generally has one controlling theme or main idea, but could be more controlled and/or developed.	purpose or topic sentence. Subheadings are used. Structure is logical and easy to follow. Organization guides reader effortlessly and creates a strong line of thinking.
<b>Audience</b>	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
<b>Completeness</b>	The paper does not address all the areas required by the assignment.	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
<b>Clarity of Writing</b>	Writing is not concise, unclear, and difficult to understand and ideas are not presented in a convincing manner.	Writing is mostly clear, concise, and understandable; ideas are mostly presented in a convincing manner.	Writing is mostly clear, concise, and understandable; ideas are mostly presented in a convincing manner.	Writing is especially clear, concise, and understandable; ideas are presented in a convincing manner.
<b>Grammar and Word Usage</b>	There are more than ten errors in grammar, word usage, punctuation, spelling, and capitalization.	There are five-ten errors in grammar, word usage, punctuation, spelling, and capitalization.	There are less than five errors in grammar, word usage, punctuation, spelling, and capitalization.	There are few if any errors in grammar, word usage, punctuation, spelling, and capitalization.
<b>Formatting</b>	Does not use designated format for written interpretation.	Sometimes uses designated format for written interpretation (page limit, 1" margins, size 12 font, Times New Roman, double spaced).	Generally uses designated format for written interpretation (page limit, 1" margins, size 12 font, Times New Roman, double spaced).	Uses designated format for written interpretation (page limit, 1" margins, size 12 font, Times New Roman, double spaced).
<b>Citations</b>	There are more than seven errors in in-text citations.	There are four-six errors in in-text citations.	There are one-three errors in in-text citations.	There are few, if any, errors in in-text citations.
<b>References</b>	There are more than seven errors in the reference page.	There are four-six errors in the reference page.	There are one-three errors in the reference page.	There are few if any errors in the reference page.



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