

## **Benchmark Syllabus Assignment**

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### **Author's Note:**

There is no known conflict of interest regarding the information within this paper. For questions, please contact [awoods38@liberty.edu](mailto:awoods38@liberty.edu), 1971 University Boulevard, Lynchburg, VA, 24515.

## Benchmark Syllabus Assignment

**Course Number:** CEFS 500

**Course Title:** Orientation to Professional Identity and Function

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### I. Course Description

The purpose of this course is to introduce students to the identity and function of professional counselors. The course will provide a broad overview of the profession which includes the origins and history of counseling, roles and responsibilities, professional organizations, and credentialing. In addition, the course will present current issues in the counseling profession and an introduction to professional advocacy forums.

### II. Rationale

Mastering the counseling profession requires an in-depth understanding of the profession including the ethics, legal issues, and current events within the profession. This course will allow upcoming counselors to begin to develop a solid foundation and provide a clear identity and focus.

### III. Prerequisites

None

### IV. Resources

#### Required:

Erford, B. T. (2023). *Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations (Merrill Counseling), 4th Edition.*, New York: Pearson. ISBN: # 978013442100.

American Counseling Association. (2005) ACA code of ethics. Washington, DC: American Counseling Association. (Download a free copy from: <https://www.counseling.org/>)

American Psychological Association. (2019). *Publication manual of the American psychological association 7<sup>th</sup> edition: The official guide to apa style.* New York: American Psychological Association.

### Additional Materials

A. Computer. (See information technology recommendations @: <http://www.liberty.edu/information/services/index.cfm?PID=20923>)

B. Broadband Internet

V. Microsoft Office Suite (to include MSOffice, MSWord, and Powerpoint)

### VI. Measurable Learning Outcomes

<b>F PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE (2016)</b>	
<b>CACREP Standard</b>	<b>Course/Experience – Evidence</b>
F.1.a. history and philosophy of the counseling profession and its specialized practice areas	Counselor Identity and Purpose - Quiz Chapter 1-2, DB Forum 1 & 2, Counselor Identity Paper Week 4
F.2.b. the multiple professional roles and functions of counselors across specialized practice areas	Counselor Identity and Purpose - Quiz Chapter 1-2, DB Forum 1 & 2, Counselor Identity Paper Week 4
F.3.c. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	Counselor Identity and Purpose - Quiz Chapter 1-2, DB Forum 1 & 2, Counselor Identity Paper week 4, Community Outreach Video
F.4.d. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success	Counselor Identity and Purpose - Quiz Chapter 1-2, DB Forum 1 & 2, Counselor Identity Paper week 4, Social Justice Video Blog
F.5.e. the role and process of the professional counselor advocating on behalf of the profession	Counselor Identity and Purpose - Quiz Chapter 2 and 12, Social Justice Video Blog, DB forum 2, (week 4)
F.6.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues	Counselor Identity and Purpose – Quiz Chapter 3, Credentialing Video Blog
F.7.g. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	Counselor Identity and Purpose – Quiz Chapter 3-5, Credentialing Video Blog, Counseling Credential Worksheet
F.8.h. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas	Counselor Identity and Purpose – Quiz Chapter 3-5, Credentialing Video Blog, Counseling Credential Worksheet
F.9.i. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession	Counselor Identity and Purpose – Quiz Chapter 8, Labor Market and occupational Video Blog
F.10.j. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	Counselor Identity and Purpose – Quiz Chapter 3, 14, Counseling Ethical Standards Paper Week 7
F.11.k. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	Counselor Identity and Purpose – Quiz Chapter 16, Self-Care, Wellness Plan and Paper Week 16
F.12.l. the purpose of and roles within counseling supervision in the profession	Counselor Identity and Purpose – DB Forum Week 8, Quiz Chapter 14,

**VII. Course Assignment and Requirements**

- A. Students are to read the Course Syllabus and Student Expectations information. Afterward students must complete the Student Checklist by Wednesday, 11:59 pm of the first week of class to be considered a student of the class. Chapter Reading must be completed before each class session. Class is held as a student interactive forum. As such, student in-class participation is also required and will be graded. The student must have the following for each class:
- Access electronically or in print: ACA 2014 Code of Ethics
  - State Board of Rules and Regulations (according to student's state residency)

Student participation will be graded using the below **participation rubric**.

- B. Discussion Forums (3) (**State Board of Rules and Regulations and 2014 ACA Code of Ethics, Client Issues**)

Discussion Forums are part of this class's interactive learning experience. As such each student must complete a 350-word response to the given prompts and then respond to at least two other classmates' responses in no less than 150 words. Each entry must be supported by a minimum of one scholarly source. The entries must be in APA (7<sup>th</sup> Edition) format.

- C. Discussion Vlogs (2) (**Accountability & Worldview and Multicultural Counseling**)

Discussion Vlogs are a part of this class's interactive learning experience. Because of this, each student must complete a 3–5-minute video demonstrating cohesive thought regarding the subject matter. Each student must also respond to two additional classmate's submissions. As with the discussion forum, each entry must reference at least one scholarly source to substantiate your stance. The student should review the assignment instructions for expectations.

- D. LU MA CMHC Handbook Crossword Puzzle

- E. CMHC Professional Identity Paper

- F. Theoretical Orientation Paper

- G. Diverse Population Advocacy Paper

- H. Chapter Quizzes (12)

- I. Article Reviews for Class Discussion –

Worldview and Change in Cross-Cultural Counseling:

<https://journals.sagepub.com/doi/abs/10.1177/0011000096242002/>

The forces that could shape counseling's future:

<https://www.counseling.org/publications/counseling-today-magazine/article-archive/article/legacy/the-forces-that-could-shape-counselings-future/>

Through a Glass Darkly – Envisioning the Future of the Counseling Profession: A Commentary: <https://tpcjournal.nbcc.org/through-a-glass-darkly-envisioning-the-future-of-the-counseling-profession-a-commentary/>

## VIII. Course Grading and Policies

**\*\*\*All Assignments are due Sunday at 11:59 pm\*\*\***

Assignment Type	Maximum Points (each)
Discussion Forum (3)	60
Discussion Vlog (2)	75
Crossword Puzzle	45
CMHC Professional Identity Paper	150
Theoretical Orientation Paper	150
Diverse Population Advocacy Paper	150
Chapter Quizzes (x13 @ 10 pts ea.)	10
Article Reviews for Class Discussion	45
<b>Total</b>	<b>1,000</b>

### A. Grading Scale

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>
<b>1,000 - 940</b>	<b>939-920</b>	<b>919-900</b>	<b>899-860</b>	<b>859-840</b>	<b>839-820</b>
<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>F</b>
<b>819-780</b>	<b>779-760</b>	<b>759-740</b>	<b>739-700</b>	<b>699-680</b>	<b>679-0</b>

### B. Late Policy

Late assignments will be penalized by 10% if late by 1 week (7 days), 20% if two weeks (14 days) late. Assignments will not be accepted if more than 14 days late.

## IX. Other Policies

### A. Plagiarism Policy

Students must read and abide by the 2024-2025 Student Honor Code (The Liberty Way) and all regulations regarding cheating and plagiarism. All assignments will be submitted through Turnitin for plagiarism assessment. Students must receive a score of <25% to not be considered to have intentionally or unintentionally plagiarized. For more information regarding Turnitin, go to <https://www.turnitin.com>.

## B. Professionalism Policy

Students are expected to meet professional standards academically and socially. Any agreements or disagreements among students or staff are to be handled ethically, professionally, and amicably. Students who have difficulty with professionalism will receive improvement recommendations from the staff or be referred to the Professional Advisory Group (PAG).

Students are expected to submit assignments that consist of graduate-level work including accurate spelling, accurate usage of grammar, coherent and correctly structured paragraphs, papers, and documentation in APA 7<sup>th</sup> Edition style writing.

## C. Limits of Confidentiality

If there is an occasion that a student communicates in writing or verbally that he or she is a threat to him/herself or others, abuses or neglects a minor, elderly, or disabled person, and/or there is current involvement in illegal acts, it is the responsibility of the faculty, staff, administrator, or supervisor to take immediate action against the student. Immediate action consists of urgent state and local law enforcement notification, reporting to the Division of Family Services (DFS), the student's emergency contacts, and notification to the department chair and dean. All notifications and reporting will become a permanent part of the student's records.

## D. Other Policies

1. Academic Misconduct: No academic misconduct is allowed. For details about academic misconduct, please see Liberty University's 2024-2025 Graduate Catalog.
2. Disability Statement: Students with documented evidence of a disability should contact the Office of Disability and Academic Support (ODAS) at [LUODAS@liberty.edu](mailto:LUODAS@liberty.edu) for assistance with academic accommodations. More detailed information regarding academic accommodations can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).
3. Drop/Add Policy: Information may be found in the student 2024-2025 Graduate Catalog.
4. Email Correspondence: All emails should be communicated and disseminated professionally despite the recipient. Emails are easily misinterpreted because there is no ability to see and hear the person communicating. Liberty requires emails to be well thought out and executed with the highest level of conscientiousness and care. If there is a problem with an email, its tone, or its content, contact the sender directly before engaging with the professor or Liberty staff. Also, please do not send blanket emails via Canvas to the class that should be sent individually. All emails should be void of abusive or inappropriate language.

5. Dual Relationships: It is the faculty's responsibility to interact with counseling students following a supervisory role. Therefore, faculty will be educating the students with professional principles, guidance, and counsel concerning the student/client environment. The faculty cannot enter a student/counselor or student/pastoral relationship. The faculty may not enter personal relationships with the students. However, the faculty may suggest the student attain pastoral or personal counseling in their community.
  
6. FN policy: It is at the professor's discretion to assign a student the grade of FN if the student begins a course but stops participating during the semester. 21 days from the last day of attendance will be when FN can be assigned as the student's grade. The last day of attendance is considered the last day a student submitted an assignment.

**Course Schedule**

<b>Week/Date</b>	<b>Class Topic/Reading</b>	<b>Assignments Due</b>
1 1/13/2025	Foundations of Counselor Identity <ul style="list-style-type: none"> <li>Syllabus Review</li> <li>Erford, Chapters 1- 2</li> </ul>	Quiz Ch. 1 – 2
2 1/20/2025	Foundation of Counselor Identity <ul style="list-style-type: none"> <li>Ethical Issues</li> <li>ACA Code of Ethics</li> </ul>	DB 1 – ACA Code of Ethics Quiz Ch. 3
3 1/27/2025	Counseling Processes, Theories, and Skills <ul style="list-style-type: none"> <li>Erford, Chapters 4 – 6</li> </ul>	DB 2 State Board Rules & Regulations Quiz Ch. 4-6
4 2/3/2025	Risk Assessment & Crisis Intervention <ul style="list-style-type: none"> <li>Erford, Chapter 7</li> </ul>	CMHC Professional Identity Paper Quiz Ch. 7
5 2/10/2025	Mental Health Counseling Settings & Issues <ul style="list-style-type: none"> <li>Erford, Chapter 8</li> </ul>	DB 3 Client Issues Quiz Ch. 8
6 2/17/2025	School, College, & Career Counseling <ul style="list-style-type: none"> <li>Erford, Chapter 9</li> <li>LU MA CMHC Handbook</li> </ul>	Quiz Ch. 9 LU MA CMHC Handbook Crossword Puzzle
7 2/24/2025	Human Development Throughout the Lifespan <ul style="list-style-type: none"> <li>Erford, Chapter 10</li> </ul>	Quiz Ch. 10
8 3/3/2025	Multicultural Counseling <ul style="list-style-type: none"> <li>Erford, Chapter 11</li> <li>Worldview and Change in Multicultural Counseling (article)</li> </ul>	Vlog 1 Multicultural Counseling Quiz Ch. 11
9 3/10/2025	Assessment, Case Conceptualization Diagnosis, and Treatment <ul style="list-style-type: none"> <li>Erford, Chapter 12</li> </ul>	Theoretical Orientation Paper Quiz Ch. 12
10 3/17/2025	Supervision and Consultation <ul style="list-style-type: none"> <li>Erford, Chapter 13</li> </ul>	Quiz Ch. 13
11 3/24/2025	Client and Professional Advocacy <ul style="list-style-type: none"> <li>Erford, Chapter 14-15</li> </ul>	Diverse Population Advocacy Paper Quiz Ch. 14-15
12 3/31/2025	In-Class Article Discussion	

	<ul style="list-style-type: none"> <li>• The Forces that Could Shape Counseling's Future</li> <li>• Envisioning the Future of the Counseling Profession: A Commentary</li> </ul>	
13 04/07/2025	Accountability in Counseling <ul style="list-style-type: none"> <li>• Erford, Chapter 16</li> </ul>	Vlog 2 Accountability and Worldview Quiz Ch. 16
14 04/14/2025	No Assignment	
15 04/21/2025	Outcomes Research in Counseling <ul style="list-style-type: none"> <li>• Erford, Chapter 17</li> </ul>	Quiz Ch. 17
16 04/28/2025	End of Class Wrap up	

**\*\*All assignments are due on Sunday's by 11:59 pm.**

### Participation Rubric

Points	Criteria
0	<ul style="list-style-type: none"> <li>• Physically Absent more than 2 classes during the semester or is late more than 3 classes in the semester. (Late is defined as 1 minute after class begins)</li> </ul>
12.5	<ul style="list-style-type: none"> <li>• Present, not disruptive.</li> <li>• Responds only when called on but does not offer anything of own volition.</li> <li>• Frequently not prepared for class including not knowing assigned reading, not having materials needed for class.</li> <li>• Using computer/phone in class for work other than class.</li> </ul>
25	<ul style="list-style-type: none"> <li>• Demonstrates some preparation for class, but not consistently</li> <li>• Offers straightforward information, without elaboration, or very infrequently (perhaps once a class).</li> <li>• Demonstrates sporadic involvement in class discussion and group.</li> </ul>
37.5	<ul style="list-style-type: none"> <li>• Demonstrates consistent preparation: knows assigned reading facts well and consistently has required class materials</li> <li>• Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</li> <li>• Demonstrates consistent ongoing involvement in class discussion and group.</li> </ul>
50	<ul style="list-style-type: none"> <li>• Demonstrates excellent preparation: knows assigned reading facts, has analyzed the facts and thought through implications, relating it to other readings and other material (e.g., readings, course material, discussions, experiences, etc.). Always prepared and has required materials for class.</li> <li>• Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.</li> <li>• Demonstrates very active ongoing involvement in class and group discussion.</li> </ul>

**Discussion Board Grading Rubric**

Criteria	Ratings				Points
Ideas, Arguments, & Analysis (Initial Post)	22 to >19 pts Advanced Ideas expressed in discussion posts include original thought, substantial depth, and are relevant to topic. Viewpoint shows strong logical thinking, reasoning, and analysis with evidence and examples. Construction of new meaning and insights are evident.	19 to >17 pts Proficient Ideas expressed in discussion posts are mostly substantive and relevant to topic; some original thought. Evidence of logical thinking, reasoning, and/or analysis. Viewpoint is supported with evidence and/or examples.	17 to >0 pts Developing Ideas expressed show a minimal understanding of the discussion topic. Comments are general in nature and/or occasionally may not be relevant. Summarizes ideas with limited analysis, original thought, and/or supported viewpoints.	0 pts Not Present	22 pts
Connection to Course Materials (All Posts)	10 to >9 pts Advanced Strong, direct connections are made to readings and/or course materials and are clearly stated.	9 to >7 pts Proficient Direct connections are made to readings and/or course materials and are usually clearly stated.	7 to >0 pts Developing Minimal direct connections are made to readings and/or course materials. Connections are largely inferred and somewhat unclear at times.	0 pts Not Present	10 pts
Contribution to Learning Community (Reply Posts)	10 to >9 pts Advanced Contributes to learning by providing substantive feedback to students' postings, asking follow-up questions, and through thoughtful, reflective comments. Interacts respectfully with students.	9 to >7 pts Proficient Contributes to learning by providing solid feedback to other students' postings, by providing relevant viewpoints and meaningful reflection. Interacts respectfully with students.	7 to >0 pts Developing Somewhat contributes to learning community but the focus is generally on own posts. Interacts with others' postings but little attempt to interact with other students. Use of short statements such as "I agree with..."	0 pts Not Present	10 pts
Writing Quality	18 to >16 pts Advanced Discussion posts are well written and clearly articulated, characterized by elements of a strong writing style with correct grammar, punctuation, usage, and spelling.	16 to >14 pts Proficient Discussion posts show above average writing style that is clear, but has minor errors in grammar, punctuation, usage, and/or spelling.	14 to >0 pts Developing Posts show an average and/or casual writing style that is generally clear but contains some errors in grammar, punctuation, usage, and spelling.	0 pts Not Present	18 pts
Total Points:					40 pts

## Paper Rubric

Criteria	Ratings				Points
Length of Paper	40 to >33 pts Advanced • The student provided a paper that was 12-15 pages in length (Not including title page, abstract, and reference pages)	33 to >27 pts Proficient • The student provided a paper that was less than 12 pages in length (Not including title page, abstract, and reference pages)	27 to >0 pts Developing • The student provided a paper that was less than 10 pages in length (Not including title page, abstract, and reference pages)	0 pts Not Present	
Content	60 to >51 pts Advanced • The student covered all required content listed on the Reflective Paper Template • The student's paper is correctly written: grammar, sequence and flow, word choice, etc. • The student's paper is creative and engaging • The student's paper is written in the first person and is appropriately professional and scholarly	51 to >44 pts Proficient • The student covered most required content listed on the Reflective Paper Template • The student's paper is mostly correctly written: grammar, sequence and flow, word choice, etc. • The student's paper is mostly creative and engaging • The student's paper is written in first person and is mostly professional and scholarly	44 to >0 pts Developing • The student covered some required content listed on the Reflective Paper Template • The student's paper is somewhat correctly written: grammar, sequence and flow, word choice, etc. • The student's paper is somewhat creative and engaging • Assignment is written in the first person and is somewhat professional and scholarly	0 pts Not Present	
Structure	30 to >27 pts Advanced • The student's paper is well structured and includes an introduction, conclusion, and solid transitions between each primary heading	27 to >24 pts Proficient • The student's paper is mostly structured and includes most of the following: introduction, conclusion, and solid transitions between each primary heading	24 to >0 pts Developing • The student's paper is somewhat structured and includes some of the following: introduction, conclusion, and solid transitions between each primary heading	0 pts Not Present	
APA Formatting and References	20 to >15 pts Advanced • The student's paper follows APA Professional Paper formatting, including a title page, abstract with key terms,	15 to >12 pts Proficient • The student's paper mostly follows APA Professional Paper formatting,	12 to >0 pts Developing • The student's paper somewhat follows APA Professional Paper formatting,	0 pts Not Present	

	<p>correct APA style headings and a reference page • The student's paper has references from the course texts and may have additional references • The student's paper includes no or only a few brief direct quotations</p>	<p>including a title page, abstract with key terms, mostly correct APA style headings and a reference page • The student's paper has some references from the course texts and may have additional references • The student's paper includes few direct quotations</p>	<p>and is missing items (a title page, abstract with key terms, APA style headings or a reference page) • The student's paper has few references from the course texts and does not have additional references • The student's paper includes multiple direct quotations</p>		
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## **Appendix A**

### **Discussion Board Assignments Detail**

This class contains three discussion boards. The purpose of the discussion boards is for the student to be able to critically evaluate course material, be able to professionally engage with classmates as well as the instructor to share ideas, realizations and ask questions to provide an in-depth understanding of the course material.

#### **Discussion Board 1: 2014 IACA Code of Ethics**

Describe the five main principles of the 2014 ACA Code of Ethics. Why are they important to you as a counselor? What impact do they have on society? Which one resonates with you the most and why?

#### **Discussion Board 2: State Board Rules and Regulations**

Every state has its guidelines and regulations for educational requirements to become a state intern and then a licensed counselor. What state do you reside in and what are their board's rules and regulations regarding counselor training and state intern requirements after graduation? Are there any special educational requirements that are specific to your state, e.g., Florida requires a Sexual education class?

#### **Discussion Board 3: Client Issues**

After reading Chapter 8 of the Erford text, what counseling setting and client issue stood out to you the most and why? Which setting do you believe you would like to work in?

#### **Entries and Responses**

Each student must complete a 300-word response to the given prompts and then respond to at least two other classmates' responses in no less than 150 words. Each entry must be supported by a minimum of one scholarly source. The entries must be in APA (7<sup>th</sup> Edition) format. Discussion Board submissions must be made by Thursday and responses are due by Sunday @ 11:59 pm.

## **Appendix B Discussion Vlogs**

This class contains 2 Discussion Vlogs. The purpose of the Discussion Vlogs is to increase the learning experience and student engagement in online learning. Because we meet once a week virtually, discussion vlogs provide the opportunity to connect with the students and instructor on a higher level. In this class, each student will not only record their response to the prompt provided below, but they will also respond to one other student's response as well. The student's initial response should be 3-5 minutes. The response to another student's submission should be 2 minutes only.

### **Discussion Vlog 1: Multicultural Counseling**

After reading Chapter 11 of the Erford text give your thoughts on multicultural counseling. How did Chapter 11 change your views of multicultural counseling? What is your worldview and was it affected by anything you read in the text?

### **Discussion Vlog 2: Accountability in Counseling**

After reading Chapter 16, in your own words, describe accountability in counseling. Why is it important?

### **Submissions and Responses**

Each student must complete a 3–5-minute video demonstrating cohesive thought regarding the subject matter. Each student must also respond to two additional classmate's submissions. As with the discussion forum, each entry must reference at least one scholarly source to substantiate your stance. Students must upload their videos into Kaltura which can be found in the My Media section of Canvas.

## **Appendix C**

### **Professional Counselor Identity Paper Assignment Instructions**

#### **Overview**

The purpose of this assignment is to:

- Express your understanding of the professional counselor identity.
- Begin to develop your own professional identity plan.
- Identify current trends and changes in the counselor profession.

#### **Instructions**

The student is to have read all the assigned readings to date: Erford, Orientation to the Counseling Profession: Advocacy, Ethics, and Essential Professional Foundations (Merrill Counseling), 4th Edition, and the 2014 ACA Code of Ethics.

Write a 5-page paper on the information reviewed communicating your understanding of the professional counselor identity. You will also communicate your professional identity plan going forward, including any client focus, counselor settings, and advocacy interests. Identify any current trends and changes that have occurred in the last 5-10 years in the counseling profession. Lastly, communicate whether the required reading has made you change your plans to be a counselor or focus on the population you would like to counsel.

This paper should be written in APA style 7<sup>th</sup> edition. It should have a title page and at least 3 references that are scholarly sources. No abstract is required for this paper; however, an introduction and conclusion must be included.

## **Appendix D**

### **Theoretical Orientation Paper**

#### **Overview**

The purpose of the Theoretical Orientation Paper is to:

- Express your understanding of theoretical orientations within counseling.
- Identify your counseling style and theoretical orientation.
- Discuss the Christian worldview concerning your counseling style and theoretical orientation.

#### **Instructions**

The student is to have read all the assigned readings to date: Erford, *Orientation to the Counseling Profession: Advocacy, Ethics, and Essential Professional Foundations* (Merrill Counseling), 4th Edition,

Write a 3-page paper on the information reviewed communicating your understanding of the theoretical orientations in the counseling profession. You will also identify your counseling style and theoretical orientation. Lastly, discuss the Christian worldview concerning your counseling style and theoretical orientation.

This paper should be written in APA style 7<sup>th</sup> edition. It should have a title page and at least 3 references that are scholarly sources. No abstract is required for this paper; however, an introduction and conclusion must be included.

## **Appendix E**

### **Diverse Population Advocacy Paper**

#### **Overview**

The purpose of the Theoretical Orientation Paper is to:

- Express your understanding of diverse populations from the reading.
- Continue to examine your worldview.
- Understand what additional training you need to prepare for the diverse populations.  
Where do you want to advocate?

#### **Instructions**

The student is to have read all the assigned readings to date: Erford, Orientation to the Counseling Profession: Advocacy, Ethics, and Essential Professional Foundations (Merrill Counseling), 4th Edition,

Write a 3-page paper on the information reviewed communicating your understanding of diverse populations within the counseling profession. You will also continue to examine your worldviews and how they may affect your ability to counsel diverse populations. Lastly, identify whether you need additional training to work with diverse populations and express a Christian worldview in regard to working with diverse populations and indicate how this would impact this population.

This paper should be written in APA style 7<sup>th</sup> edition. It should have a title page and at least 3 references that are scholarly sources. No abstract is required for this paper; however, an introduction and conclusion must be included.