

**COUN 601 Professional Identity and Function of
Clinical Mental Health Counselors**
College of Health and Medicine Sciences
University of Lynchburg
Fall 2025

Professor Baylee Leazer, M.Ed, LPC My pronouns: she/her/hers https://www.mypronouns.org/ Office: Warren Counseling Center – 330A email: leazer_bw@lynchburg.edu	Location: Thompson-Polloway, Room 101 Class Time: Thursdays 4:30-7:00pm Student Office Hours: View/Schedule Office hours here. Available for additional office hours Wednesdays-Fridays by appointment. <i>Please reach out and check in!</i>
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Course Overview

Course Description:

“Overview of the counseling profession including the history and philosophy of the counseling profession; the roles, functions, and relationships with other human service providers of counselors; and professional organization membership and credentialing, including certification, licensure, and accreditation practices and standards.” ([University of Lynchburg Graduate Catalog](#), 2024-2025, p. 45).

Required Text:

Alderson, K. G. (2025). *Counseling today: Bridging art, science, and practice*. Cognella, Inc.

Recommended Resource:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

*Other readings assigned by the instructor will be posted in Google Classroom.

Course Policies:

Methods of Instruction:

Course content will be delivered utilizing a combination of faculty, student, and guest speaker presentations; synchronous in-person exercises and discussions; and asynchronous online presentations and discussions. Each of these activities will enhance the materials presented in our textbook and other assigned readings and content.

Synchronous Class Meetings

We will meet in Thompson Polloway 101 at 4:30pm on Thursdays throughout the fall 2025 semester. Synchronous class meetings will be spent connecting, collaborating, and reviewing specific course content. Therefore, much of learning this semester will happen outside of synchronous class meetings, both independently and collaboratively with your COUN 601 colleagues. **Your classroom presence is a requirement for successful completion of this course.** If you miss more than one synchronous class meeting,

you will be required to contact Professor Leazer to prepare an additional assignment to indicate that you have engaged with course materials and have fully understood essential concepts. Failure to do so will negatively impact your Classroom Engagement grade.

Professionalism

Professionalism is continuously monitored and used as an indicator of a student's ability to maintain professionalism in the workplace, and therefore, there is an expectation that students will conduct themselves as professionals *at all times* during class. This expectation extends to interactions with faculty, site supervisors, and fellow students outside of class, including professional communication in email and other written correspondence.

Students are expected to be fully engaged in the physical and virtual classroom, physically and intellectually *present*. Students are encouraged to be passionate and honest during class discussions while also being sensitive and respectful of others. Although frequent contributions to classroom discussions are welcome, *all* students must be afforded the opportunity to share.

Counselors must demonstrate an ability to maintain high levels of presence for extended periods of time to effectively work with clients. Presence includes giving full attention to what is happening in the physical and virtual classroom, being actively engaged in discussions and activities, and not being *distracted* by technology. **Extraneous use of a phone, tablet, smartwatch, or laptop during class without express permission by the instructor is considered unprofessional behavior**, and such devices should be kept stored throughout the entire class with the exception of class breaks. Tablets and laptops may be used for note-taking during lectures *on a case-by-case basis* but should be stored during class discussions and activities. Students who need access to their phones or other devices during class time due to extenuating circumstances should notify the instructor before the beginning of class.

Professionalism extends to expectations regarding standards of academic products. "To complete the rigors of the program successfully, students are expected to produce graduate-level scholarship as evidenced through professionalism, high levels of mastery as assessed through course examinations, and quality written work that meets the standards of academic writing and the criteria for the discipline as set forth by the [American Psychological Association](#) (APA)" (University of Lynchburg Counselor Education Student Handbook, 2023-2024, p. 8). In addition, [Dr. B's Requirements for Written Assignments](#) provides additional writing and formatting guidance.

Course Components

Introductory Reflection

10% of your final grade

The act of *becoming* a counselor begins with the decision to pursue graduate studies in counseling. For this assignment, you will write a reflective narrative in which you will share your experiences, past educational pursuits, motivations to become a counselor, and other personal perspectives. This paper should be between 2-3 pages in length.

Due 9/4/2025 by 4:30pm

Midterm Exam 20% of your final grade

Your midterm exam will cover reading and presentation materials through 10/2/2024. It will be administered via Google Forms during class time.

10/16/2025 from 4:30pm until completed

Collaborative Workshop

15% of your final grade

You and your small group will develop and present a 15- to 20-minute educational workshop designed to enhance understanding of an assigned chronological client population and their unique counseling needs. You will complete and submit all workshop materials in two parts (i.e., presentation and handout) in Classroom by the start of class, and will present your workshop during class starting 11/13/2025.

Due 11/13/2025 by 4:30pm

Advocacy Project

20% of your final grade

As you begin your training as a counselor, you will simultaneously begin your experience as an advocate for your clients and for the counseling profession. This semester, you will have the opportunity to engage in community-based advocacy via a collaboration between the University of Lynchburg Counselor Education Program and Meals on Wheels of Greater Lynchburg. Along with volunteering on two routes, you will write a 1-½ to 2 page reflection paper on your experience.

Experiential assignment runs throughout semester

Reflection paper due 12/4/2025 by 4:30pm

Final Reflection

15% of your final grade

At the end of your first semester in the program, you will have learned a lot about the history and current standards of the counseling profession. You will also have learned a lot about yourself. For this final reflection paper, in 3 to 4 pages, you are to share some insights into your lived experience during the semester in COUN 601 and your other classes.

Due 12/4/2024 by 4:30pm

e-Portfolio

10% of your final grade

For this assignment, you will create a website within which you will store artifacts from your professional development this semester. This website will be the starting point for your professional counseling portfolio, and may be useful to you throughout the program and beyond. You will have an opportunity to share portions of your e-Portfolio during our final class meeting on 12/4/2025.

Midterm Review Due 10/2/2025 by 4:30pm

Final Review Due 12/4/2025 by 4:30pm

Classroom Engagement 10% of your final grade

Classroom engagement will be assessed in a couple of ways. The first, a more quantitative way of measuring your engagement, will relate to your attention to “mini-assignments” peppered throughout the semester. These assignments will be simple and will be clearly described in Weekly Task Lists and/or included during class

meetings. Another more qualitative way of assessment will be determined by your engagement in classroom activities. If you sit silent, distracted by technology, and do not engage, then your Classroom Engagement grade will be lower. If you speak up and give others the opportunity to do the same, contribute to discussions, and are generally focused on classroom engagements, then your Classroom Engagement will be higher.

Evaluative Methodology

Your final grade will be computed utilizing the following percentages for each requirement:

Introductory Reflection	10%
Collaborative Workshop	15%
Midterm Exam	20%
Advocacy Project	20%
Final Reflection	15%
e-Portfolio	10%
<u>Classroom Engagement</u>	<u>10%</u>
Total	100%

Grading Scale:

Letter Grade	Percentage
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
F	72.9 or below

Tentative Course Schedule

*This schedule is tentative and subject to change at the discretion of the instructor.

Date	Topic	Reading & Assignments
8/21	Welcome & Syllabus Review Introduction to CMHC Assign Workshop Groups E-Portfolio Creation	
8/28	Orientation - Meet in Drysdale West History/Professional Identity Ethical & Legal Aspects	Chapters 1 & 2 ACA Code of Ethics <i>Please send the link to your E-Portfolio to Professor Leazer.</i>
9/4	CMHC in a Diverse Society Advocacy Guest: Meals on Wheels representatives	Chapters 3 & 6 ACA Advocacy Competencies <i>Introductory Reflection Due</i>
9/11	Counseling Process: How Do Clients Get Better?	Chapter 4 <i>*You may skip pages 176-181 for now, we will read these pages for a later class.</i>
9/18	<i>No in person class.</i> Asynchronous Lecture: Groups, Couples, Family, and Individual Counseling	Pages 217-229, 231-240 Discussion Board Post and at least 2 meaningful replies to your classmates.
9/25	Assessment and Diagnosis Consultation	Chapters 13 & 14
10/2	Crises, disasters, suicide Counselor stress & burnout	Pages 181-184
10/9	Midterm break: No class	<i>Professor Leazer will be conducting E-Portfolio Checks over midterm break. Make sure any materials covered so far in class are uploaded.</i>
10/16	Midterm Exam: Hobbs 113	<i>Midterm Exam due during class</i>
10/23	Where Can I Work?: Community agencies, medical settings, & specialized settings; Private Practice Guest Profiles	Pages 176-181 <i>Please come prepared with any questions you may have for the panel.</i>

10/30	Where Can I Work?: College Counseling; Career Counseling Guest Profiles	Chapter 15 <i>Please come prepared with any questions you may have for the panel.</i>
11/6	Asynchronous Lecture: Important Considerations for Counseling Across the Lifespan In Class: Collaborative Project Workshop with Groups	
11/13	Collaborative Projects Presentations	<i>Collaborative Workshop Presentation and Handout submitted in Classroom prior to class and presented during class</i>
11/20	Collaborative Projects Presentations (if needed) Theories Overview	
11/27	Thanksgiving Break: No class meeting	
12/4	Wrap-Up E-Portfolio Presentations Guest: Meals on Wheels of Greater Lynchburg	<i>Advocacy Project Reflection Paper deadline e-Portfolio final submission & presentation Final Reflection due</i>

Panel Guest Profiles

Where Can I Work?: Community Agencies, Medical Settings, & Specialized Settings; Private Practice

Amanda Noel, [M.Ed](#) '21, LPC

Clinical Counselor at Randolph College, Owner of Komorebi Psychotherapy, former Licensed Professional Counselor at Johnson Health Center

Sarah Czerniak, [M.Ed](#) '19, LPC

Centra Health Intensive Outpatient Counselor, Owner of Work of Heart Counseling, PLLC, former Licensed Professional Counselor at Johnson Health Center

Chelsea Piechowski, LPC

Chief Wellness Officer at Randolph College, Owner of Collaborative Counseling and Consulting, LLC, former Licensed Professional Counselor and Associate Director of Counseling at Johnson Health Center

Dr. Christian Neal

Behavioral Health Medical Director at Centene Corporation, Consulting Psychiatrist at Randolph College, Adjunct Professor at the University of Lynchburg, Founder of Tabula Rasa Psychiatry and Consulting, PLLC, Collaborating Psychiatrist for Central Virginia Health Services, Inc., and former Staff Psychiatrist/Director of Behavioral Health at Johnson Health Center, former Psychiatrist at Centra Health

Meagan Whorley, [M.Ed](#), LPC

Psychiatric Therapist at Centra Health, former Licensed Professional Counselor at Johnson Health Center, former Licensed Professional Counselor at Family Insight, P.C.

Where Can I Work?: College Counseling; Career Counseling

Dylan Elliott, Resident in Counseling, M.Ed '19

Resident in Counseling at Randolph College

Jennifer Bondurant, LPC

Director of Counseling Services and Licensed Professional Counselor at Randolph College

Introductory Reflection

Due 9/4/2025, by 4:30pm

COUN 601

10% of final grade

As described in the preamble to the [ACA Code of Ethics](#) (2014), “Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals” (p. 3). Every person who decides to pursue a graduate degree in counseling has a distinct story to tell. This assignment will provide you with the opportunity to tell *your* story.

In a 2-3 page paper (not including title page), respond to all of the following prompts:

- We do not develop in a vacuum. Write about who and what influenced your decision to pursue your M.S. in Clinical Mental Health Counseling (CMHC).
- How do you envision yourself as a future counselor? Describe population/s and areas of clinical interest, practice environments, and any specializations or additional training beyond your M.S. that you anticipate pursuing.
- How do your intersecting cultural identities (e.g., SES, age, race, ethnicity, gender, spirituality, ability) inform your beliefs about counseling/becoming a counselor?
- What excites you about becoming a counselor? What concerns you?

FAQs

When you ask for 2-3 pages, are you really asking for 3-4?

*Any page requirements on any written assignment will reflect the amount of **content** you are required to submit. For this paper, you will write between 2-3 pages of reflection, and then you will submit your assignment with a title page, making the entire submission 3-4 pages in length.*

Do I need a reference page for this paper?

It is very unlikely, since this is a reflection paper. If you choose to cite a source, then you will provide in-text citation/s and a reference page. But it is neither required nor expected for this assignment.

I am probably going to be writing about some personal things and don't want my paper shared with the class. Will that be a problem?

It will not. For this paper, you are expected to engage in critical self-reflection, and therefore it is likely that you will share information that is personal. You have the power to choose what information you share. The paper will not be shared with any other students.

What if I don't know *how* I envision myself as a future counselor?

Some students come into the program foreclosed on their path, and others only start to decide their populations/areas of clinical interest in the months leading up to graduation. Use this as an opportunity to consider the possibilities. Write about what you imagine you might do. You will be assessed on your engagement with the assignment, not on the accuracy of your predictive powers.

I'm not sure how to respond to the culture prompt.

We are all cultural beings, and our cultures are a big part of how we see ourselves. Who we are is inextricably linked to how we are as counselors. What are aspects of your identity that play a part in your decision to become a counselor? How does your identity shape how you see the counseling profession? What aspects of who you are might challenge you when working with certain populations or diagnoses?

Grading Rubric

Introductory Reflection

Writing Conventions (10%)

“A”-quality writing will follow APA (2020) conventions as well as Dr. B’s Requirements for Written Assignments. The paper will be well organized, logical, and clear, free from grammatical and spelling errors. The paper will be no less than 2 pages and no more than 3 pages in length (not including title page). Title page will be formatted correctly ([option 1](#) or [option 2](#)). Grading on writing conventions will be conducted based on the level of attention/care the student has given to these requirements.

0%.....	5%.....	10%.....
Inattentive	Minimal attention	Attended fully to details

Attention to Required Elements (45%)

“A”-quality submissions will address all of the prompts listed in the instructions (see above) Grading on attention to required elements will be conducted based on attention to detail of assigned instructions.

0%.....	22.5%.....	45%.....
Didn’t read instructions	Minimal evidence	Addressed all points thoroughly

Personalization (45%)

“A”-quality submissions will demonstrate evidence of critical self-reflection and thoughtful exploration of personal beliefs, cultural identities, and worldview. In other words, a student’s paper should feel distinct from all others’ and should be written in a way that clearly shows a focus on self-awareness. Grading on personalization will be conducted based on evidence of such introspection.

0%.....	22.5%.....	45%.....
Impersonal	Glimpses of personal awareness	This felt deeply personal

Collaborative Workshop

Due 11/13/2025 by 4:30pm

COUN 601

15% of final grade

Chronology is one of the few *universal* cultural considerations. Barring premature death, we will all experience being an infant, a child, an adolescent, a teenager, and an adult. The experience of becoming older is concurrent with all other cultural considerations, and the intersectionality of age and certain cultural indicators can present a host of concerns that you as a counselor are likely to witness in your clients, and possibly in yourself.

For this assignment, in collaboration with members of your small group you will develop an engaging 10- to 15-minute **in-class educational presentation** and **resource guide/handout** (e.g., Google doc, PDF) regarding concerns of particular chronological stages. In your presentation, address the following prompts:

- Demographics (e.g., population proportion, trends)
- Age-related developmental concerns (e.g., puberty, retirement, child rearing, “sandwich generation”)
- Research on age-specific counseling interventions (e.g., play therapy, narrative approaches, CBT, wilderness therapy)
- Obstacles to culturally competent care, particularly how other cultural considerations (e.g., race, gender, ability) influence mental health care for chronological groups
- Stereotypes (e.g., pampered millennial, angry old man)

Chronological groups will be assigned during our first class meeting on 8/21. You may create a Prezi, Google Slides, PowerPoint or other mode of online presentation. During your presentation, you will provide opportunities for interaction and engagement with your fellow classmates (and Professor Leazer!). You may do so in the form of a quiz, a game, or other activity, *but you must include at least one interactive element*.

Pro-Tip: You will have an opportunity on 11/6/2025 to collaboratively work on your project, but this is a **lot** of content to cover. It would be wise to begin working ahead of the planned work session. The assignment must be turned in by **all group members** prior to the start of class on 11/13/2025.

Groups

- Infancy and Early Childhood (0-5): Jess, KP
- Middle Childhood (6-11): Maria, Ainsley, Zahra
- Adolescence (12-14): Bri, MacKenzie, Ashanti
- Late Adolescence (15-18): Michael, Kayla, Layla
- Emerging Adulthood (19-25): Gretchen, Emily, Lauren
- Young Adulthood (26-35): Karly, Ki, Sarah
- Middle Adulthood (36-59): Whitney, Lis
- Older Adults (60+): Josh, Janell, Isaac

Grading Rubric
Collaborative Workshop

Attention to Required Elements (50%)

“A”-quality presentations will address all of the prompts listed in the instructions, including presentation length and utility of handout content. Grading on attention to required elements will be conducted based on attention to detail of assigned instructions including submitting the required elements in Classroom.

0%.....	25%.....	50%.....
Inattentive	Some attention	Attended fully to details

Presentation Quality (50%)

“A”-quality presentations will be visually appealing, interactive, and engaging, indicative of meaningful investigation into the assigned chronological group. Such presentations will reflect the presenters’ engagement with the assignment. Grading on presentation quality will be conducted based on evidence of such engagement and aesthetic qualities of the presentation and confidence in and mastery of presented content (i.e., know your presentation and DO NOT READ FROM SLIDES!).

0%.....	25%.....	50%.....
Unacceptable	Adequate	Excellent work!

Advocacy Project

COUN 601

Experiential assignment runs throughout the semester

Reflection paper due by 4:30pm on 12/4/2025

20% of final grade

As described in the [ACA Code of Ethics](#) (2014), “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 clients” (A.7.a.; p. 5). As you begin your counselor training, you will simultaneously begin your experience as an advocate for your clients and for the counseling profession. In order to receive full credit for this experiential assignment, you must complete the following elements:

1. **Attend class on Thursday, September 4th.** Representatives from Meals on Wheels of Greater Lynchburg will share information about their services and we will discuss opportunities to fulfill the requirements of this assignment. There will be ample opportunities for questions.
2. **Engage in two routes with Meals on Wheels volunteers.** These can be scheduled any time during the semester, so you *will* be able to make this work with your busy schedule.
3. **Write a short (1-½ to 2 pages) reflection paper** and submit it by 4:30pm on Thursday, December 4, 2025. In that paper, address **all** of the following:
 1. What did you learn about the volunteer you paired with? Without identifying them by name or detailed description, describe what you noticed about them, including how long they’ve been volunteering, their motivations for doing so, and anything else that caught your attention.
 2. What did you notice about the clients you served? Without identifying them by name or detailed description, write about biopsychosocial considerations that came to your awareness as you delivered meals and interacted with clients.
 3. What role can counselors play in community initiatives like Meals on Wheels? Write about ideas you may have of ways you and your fellow counselors can continue to support folks in the community.
 4. What did you learn about yourself in this process? Write about your feelings before, during, and after your two routes.

FAQs

Professor Leazer... Wait a minute... You want me to ride in a car with someone I don't know and deliver meals? And you want me to do it twice?

Yes. First, acknowledge and honor your discomfort. This project is specifically built to push you outside of your comfort zone. In order to best understand the clients you will be working with, we need to understand the systems with which we are going to be working. Meals on Wheels works with many individuals with limited access to resources across the developmental lifespan. Being a graduate student and future counselor, one of the best skills to learn is how to navigate discomfort and to see the bigger picture of what the lives of our clients may be like. If you are willing to keep an open mind and open yourself to this opportunity for community advocacy, I predict you will reflect on this experience with fondness and maybe even joy.

I don't mean to be difficult, but my schedule doesn't allow for this kind of thing/I live outside of town and I can't see how to make this work. What can I do?

If you know Professor Leazer, you know advocacy and community is not something she is willing to budge on. However, you are receiving this document and information regarding scheduling your routes early in the semester and have 13 weeks to complete two routes. Starting this project as early as possible during the semester will make this doable.

How do I set up my route?

We will welcome representatives from Meals on Wheels in class on September 4th, who will share all relevant scheduling information when they visit. Their volunteer coordinator will support you in getting you paired with a volunteer and planning your routes.

What are you looking for in the reflection paper?

*Once you have completed your minimum of 2 routes, which could be as early as September or as late as November, take a moment and think about what the experience was like for you. Your paper is short, 1 1/2 to 2 pages, and you are not required to include references (unless, of course, you reference the ACA Code of Ethics or the ACA Advocacy Competencies). This paper aims to discuss the intersectionality of your role as a counselor and how you see advocacy as a part of it. **Pro-Tip:** You may want to take good notes on 9/4...*

Grading Rubric
Advocacy Project

Writing Conventions (10%)

“A”-quality writing will follow APA (2020) conventions as well as Dr. Bailey’s requirements for written assignments but the reflection paper *will not include a title page or a reference page*. The paper will be well organized, logical, and clear, free from grammatical and spelling errors. The paper will be no less than 1-½ pages and no more than 2 pages in length. Grading on writing conventions will be conducted based on the level of attention/care the student has given to these requirements.

0%.....	5%.....	10%.....
Inattentive	Some attention	Attended fully to details

Attention to Required Elements and Personalization (90%)

“A”-quality work will address all required aspects of the project including going on two routes and responding to all the required prompts for the reflection paper. Such submissions will demonstrate evidence of self-reflection and thoughtful exploration of the advocacy project experience. Grading on attention to required elements and personalization will be conducted based on such evidence.

0%.....	45%.....	90%.....
Didn’t follow directions	Responded to some prompts	Responded to all prompts
Impersonal	Glimpses of personal awareness	This felt deeply personal.

Final Reflection

Due 12/4/2025, by 4:30pm

COUN 601

15% of final grade

As you have learned, and as described in the preamble to the [ACA Code of Ethics](#) (2014), “Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals” (p. 3). In three to four pages, engage in critical self-reflection and write about your lived experience this past semester. Use the prompts below to get you started on *your story as a counseling graduate student so far*.

- Now that you are nearing the end of your first semester in the program and/or the end of COUN 601, describe ways your decision to pursue your M.S. in Clinical Mental Health Counseling (CMHC) has been nurtured or challenged.
- In your first reflection paper this semester, you wrote about how you envisioned yourself as a future counselor. Write about how that vision may have changed or remained the same, including your preferred population/s and areas of clinical interest, practice environments, and any specializations or additional training beyond your M.S. that you anticipate pursuing.
- Describe how your culture (e.g., SES, age, race, ethnicity, gender, size, spirituality, ability) has informed your beliefs about counseling/becoming a counselor and your experiences and perspectives this semester.
- At the beginning of the semester, you wrote about what excited you about becoming a counselor and what concerned you. Contrast how you felt at the start of this semester to how you feel now. How has COUN 601 shifted your perspectives, or what do you wish to continue exploring?

FAQs

I am just about reflected out.

I would like to welcome you to the career of counseling! The most reflective career of all! As a counselor, your professional development is inherently self-reflection. This is very tough work, especially being asked again and again to root around in uncomfortable and deep-rooted feelings and beliefs. In some ways, these help you develop endurance skills for counseling with clients. Being able to endure the processing of your own “stuff” is the first step in learning how to carry others’.

Do I need a reference page for this paper?

It is very unlikely, but as you have learned, if you cite something or use an outside source, please include a reference page..

At this point in the semester, I am more unsure than ever about my area of practice interest, and I have a lot more questions than answers.

*No worries. You are in great company. Part of becoming a counselor is developing humility—we don’t always know what to do as counselors. Whether it’s deciding our career path or determining the best intervention for our clients, we may not always have the “right” answers. As you have heard throughout this class, when in doubt, **consult**. In the case of this assignment, you may want to sit down with a trusted friend, advisor, mentor, or your own counselor, and talk it out. You’re still very early in your journey, and will only gain more clarity as you continue to grow in experience. Please know that misgivings about the direction this degree will take you*

are to be expected. By ignoring your confusion or uncertainty now, you are only delaying the inevitable. Now is as good a time as any to start digging in.

Grading Rubric

Final Reflection

Writing Conventions (10%)

“A”-quality writing will follow APA (2020) conventions as well as Dr. Bailey’s requirements for written assignments. The paper will be well organized, logical, and clear, free from grammatical and spelling errors. The paper will be no less than **3** pages and no more than **4** pages in length (not including title page). Title page will be formatted correctly. Grading on writing conventions will be conducted based on the level of attention/care the student has given to these requirements.

0%.....	5%.....	10%
Inattentive	Minimal attention	Attended fully to details

Evidence of Meaningful Reflection (90%)

“A”-quality submissions will demonstrate evidence of critical self-reflection and thoughtful exploration of personal beliefs, cultural identities, worldview, and how experiences throughout the semester have led to personal discoveries. In other words, a student’s paper should feel distinct from all others’ and should be written in a way that clearly shows a focus on intentional self-awareness. Grading on evidence of meaningful reflection will be conducted based on evidence of such introspection.

0%.....	45%.....	90%
Impersonal	Glimpses of personal awareness	This felt deeply personal

e-Portfolio

Midterm Check Due 10/13/2025, by 4:30pm

Final Due 12/4/2025, by 4:30pm

COUN 601

10% of final grade

The e-Portfolio assignment is both your capstone project for COUN 601 and the first iteration of collected artifacts from your journey toward becoming a counselor. Beyond fulfilling the requirements for this assignment, your e-Portfolio serves as a repository for evidence of professional development and will likely be useful as you seek practicum and internship placements, and seek employment following graduation. This collection of artifacts will be created via a personalized free website. You are welcome to use any platform, including one you already use. You will have ample time during class to collaborate with fellow students to find the best platforms. [Here](#) is an example of an e-Portfolio created in Google Sites. Please address **all** the following categories as you develop your website:

- Evidence of academic product:
 - You may include submitted classroom assignments from this semester or from other recent academic endeavors (i.e., no older than 2020).
 - Consider saving all syllabi to your e-Portfolio. In the event that you need to move and transition your license, they may request copies of your syllabi to verify that you met certain educational guidelines. Even if moving is not in the picture for you now, it only helps to save them.
- Your current resume/CV
- Your Professional Disclosure Statement (use the template provided in your textbook)
- Evidence of professional development:
 - Workshops, webinars, online forums, virtual conferences, certifications
- Your plan of study
- A personal statement
- A placeholder for practicum and internship hours. *You will have nothing to put into this section of your website until you begin your clinical experiences, but you are required to create a space for your hours logs for this assignment. Trust me, seriously, **TRUST ME** when I tell you that having those hours at the ready will serve you well once you graduate and need evidence of clinical experiences for licensure.*

This is a living portfolio, and beyond the requirements for this assignment, this is for you to use going forward as a place to keep evidence of your professional development from your first semester through graduation and beyond. Although you will not be assessed on creativity in your website, you may choose to create a site that is as visually appealing as it is informative and personal.

FAQs

Wait a minute. I don't have a PDS. You want me to make one up?

As this is a working portfolio, you will amend your PDS as you transition through the program. When you engage in practicum/internship experiences, you may be asked to create a PDS, and once you graduate and begin working with clients, you will definitely need one. Having one already framed in your e-Portfolio will save you time later.

What if I already have a website of my own. Can this be a part of that?

That is up to you. If your website is of a professional nature and you want to link your counselor identity with your other professional identity/ies, then yes. If you have a "My favorite beach vacations" website, then maybe not.

What sort of personal statement should I write, and how long should it be? And oh, yeah, do I have to do it using APA/Dr. B's conventions?

Your personal statement is yours. You get to write it any way you would like, as long as it is useful to you. It can be highly reflective or more formal. You can write a couple of paragraphs, or you can write a comprehensive treatise. You may want to start small for this assignment and build on it over time.

This is a lot to turn in at the end of the semester.

You are correct, and if you were to wait until the end of the semester to work on this, it could feel particularly onerous. Since you are not going to wait until the end of the semester, this will not be burdensome in the least, and you may even find it to be a fun project.

Do I have to share my website with the class?

You do not. You may be invited to share some of the content of your website with the class during our final meeting of the semester, but you do not need to share your website address if you would prefer not to do so.

Grading Rubric

E-Portfolio

Attention to Required Elements & Personalization (100%)

"A"-quality e-Portfolios will address **all** of the prompts listed in the instructions (see above) and will include personal artifacts and evidence of engagement with website creation. Grading on attention to required elements and personalization will be conducted based on attention to detail of assigned instructions and demonstration of care toward the project.

0%		50%		100%
Went through the motions		Meh;		The website feels personal
Included some of		Included all the required elements		and useful for both
the required				reflection and ongoing
elements				professional development.

Appendix B: Course Objectives and Expected Learning Outcomes:

The following are the course objectives and expected learning outcomes based on [2024 CACREP Standards](#):

Objective	CACREP Standard	Assessment
Understands the history and philosophy of the counseling profession and its specialty areas	3.A.1.	Exam
Understands the multiple professional roles and functions of counselors across specialized practice areas	3.A.2.	Workshop Exam Final Reflection
Understands 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	3.A.3.	Workshop Exam Advocacy Project
Understands 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	3.A.4.	Exam Advocacy Project Final Reflection
Understands the role and process of the professional counselor advocating on behalf of the profession	3.A.5.	Exam Advocacy Project Final Reflection
Understands professional counseling organizations, including membership benefits, activities, services to members, and current issues	3.A.6.	e-Portfolio Reflections
Understands professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	3.A.7.	Exam e-Portfolio
Understands 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	3.A.8.	Exam
Understands current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession	3.A.9.	Exam Workshop e-Portfolio

Understands 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	3.A.10.	Exam Advocacy Project Final Reflection
Understands self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	3.A.11.	Reflections Workshop
Understands the purpose of and roles within counseling supervision in the profession	3.A.12.	Exam Advocacy Project
Understands the application of technology related to counseling	3.E.5.	Exam Reflections Workshop
Understands etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders	5.C.1.	Exam Workshop
Understands mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare	5.C.2.	Exam Workshop Advocacy Project
Understands legislation, government policy, and regulatory processes relevant to clinical mental health counseling	5.C.3.	Exam Advocacy Project
Understands intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.4.	Workshop e-Portfolio
Understands techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.5.	Workshop
Understands strategies for interfacing with the legal system regarding court-referred clients	5.C.6.	Exam Workshop
Understands strategies for interfacing with integrated behavioral healthcare professionals	5.C.7.	Advocacy Project
Understands strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions	5.C.8.	Advocacy Project

Understands third-party reimbursement and other practice and management issues in clinical mental health counseling	5.C.9.	Exam Workshop
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Appendix C: University Syllabus Statements/Policies

Syllabus Statements

The University of Lynchburg Honor Code; Student Conduct Code; Center for Accessibility and Disability Resources Statement; Diversity, Equity, Inclusion, and Respect Syllabus Statement; Knight-Capron Library Syllabus Statement; Wilmer Writing Center Syllabus Statement; Religious Holiday Observance Syllabi Statement, the Mandatory Reporting and Faculty Responsibility Statement and other resources including the [AI Syllabus Statement](#) can all be found [here](#). Please reach out with any questions

Inclement Weather:

If classes are canceled due to inclement weather or other circumstances, announcements will be made on the University of Lynchburg Weather Hotline, (434) 544-SNOW, and University website.