

## **COUNS 507**

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Professional Identity, Function, and Ethics (PIFE)	3 credit hours
Fall 2011/ Thursdays	Sem 003

### **Instructors**

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### **Course Description**

This course addresses counselor professional identity formation, ethical and legal issues related to the practice of professional counseling, and components of sound ethical decision making. Students will explore development of their own personal counselor identity formation. Within this course students will be introduced to the counseling profession and given opportunity to examine current ethical and legal issues related to the practice of professional counseling. The course will provide students with an overview of the historical development of counseling as a profession, discussion of counselor licensure, and an overview of major professional organizations, specialties and credentialing options available to mental health professionals. Discussion of professional mental health codes of ethics relevant to counselors will assist students to explore and articulate the process of ethical decision making within the context of professional counseling.

### **Required Texts**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC.

Staton, A.R., et.al. (2006). *Becoming a Community Counselor: Personal and Professional Explorations*. Boston: Houghton/Mifflin.

Welfel, E. R. (2010). *Ethics in counseling and psychotherapy: Standards, research, and emerging issues* (4th ed.). Pacific Grove, CA: Brooks/Cole.

### **Course Objectives**

1. In regard to **development of counselor identity and introduction to the profession** the student will:
  - a. be familiar with **library research** utilizing resources related to the practice of professional counseling available in the campus library and generated by professional organizations, including computerized catalogs and databases; (CACREP II. E. & F.);
  - b. have proficiency with utilization of the *American Psychological Association Style Manual* for writing professional manuscripts;
  - c. be able to describe the roles and functions of the professional counselor, including consultant, community agency settings, group counselor and family counselor, and explain similarities and differences from other professional roles such as school counselor and pastoral counselor (CACREP II. G.1.b. & d.; Clinical Mental Health Standards A.3., 5., 7, & 8.);
  - d. have an understanding of the history and philosophy of the counseling profession

(CACREP II. G.1.a.; Clinical Mental Health Standards A.1.);

e. be able to identify major mental health **professional organizations** related to the practice of professional counseling, their branches, functions, history (*ACA only*), and membership policies (CACREP II. G.1.f.; Clinical Mental Health Standards A.4.);

f. understand advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.G. 1. h.);

g. understand the procedures and requirements for **counselor credentialing in general and licensure** in the commonwealth of Virginia and/or the state of their intended practice and be able to proceed independently toward licensure if desired (CACREP II. G. 1.g.).

h. explore the art of counseling, which embodies concepts such as ambiguity, personal growth, and which draws upon the humanities as a way of knowing others.

2. In regard to sound **ethical and legal practice** of professional counseling the student will be able to:

a. demonstrate an applied knowledge of **moral principles and virtue ethics** as related to the practice of professional counseling including a demonstrated ability to identify legal and ethical issues encountered in the professional counselor's workplace;

b. demonstrate comprehensive knowledge of the *ACA Code of Ethics (2005)* (CACREP Standard II. G. 1.j.; Clinical Mental Health Standards A.2.);

c. demonstrate clear understanding of the **professional counselor's relationship to the law** (CACREP Standard II. G. 1.j.);

d. articulate and defend a selected valid **ethical decision-making process**, which must include being able to demonstrate a basic knowledge of **how to proceed** in the event of ethical or legal concerns in the professional counseling environment (CACREP Standard II. G. 1.j.; Clinical Mental Health Standards A.2.).

### Teaching Approach

The teaching approach known as humanistic teaching will be used in this course. In the humanistic tradition, inspired by Carl Roger's work, students use issues and ideas as the basis for exploring the content of the curriculum, and the teacher serves mainly as a facilitator of classroom discussion—rarely "telling" students what they should know, but probing, questioning, hypothesizing, challenging, and reframing their comments in an effort to help them analyze and understand; in addition to transmitting critical pieces of content necessary to our curriculum. This approach focuses on *issues and experiences*, rather than facts and theories and assumes that a body of knowledge consists of questions as well as answers. The essence of this tradition lies in the belief that we are all teachers and that we will learn from one another. Each student's experiential background, value system, world view, reflections, and knowledge are valuable assets for understanding the course content. A variety of perspectives and opinions will be strongly encouraged.

## Evaluation

Students will be evaluated on their demonstrated understanding of the course material and on the quality of their participation. The final course grade will be determined by the following criteria:

Participation	10 points
Professional Exploration	5 points
Decision Making Self-Observation	10 points
Decision Making Self-Observation – part 2	10 points
The Counselor Within Statement and Collage	15 points
Interview of Counseling Professional	15 points
<b>Competency for portfolio</b> – <i>Literature Review</i>	20 points
Mock Conference Presentation	15 points
<b>Total</b>	<b>100 points</b>

## Grading scale

100 – 94	A
93 – 90	A -
89 – 84	B
83 – 80	B -

## Professional Behavior

**Attendance** is required. In an effort to maintain professional practice, please make arrangements with Dr. Haase if you are unable to attend class due to illness or unexpected events. If you miss a class meeting, it is your responsibility to make up work, acquire handouts, notes, etc. You are expected to arrive on time and stay for the full duration of the class.

**Participation.** Your full participation is requested. Role plays and discussion are integral components of this class and require your attention and presence. You are expected to demonstrate a professional attitude and participate in a way that is respectful of yourself and others. *In addition, participation will also be evaluated based on the discussion of reading assignments.*

During this course, as a student, a future counselor, and as a person, you will be exposed to various sensitive/challenging topics, discussions, videos and other material that will require you to do some personal exploration/evaluation. You are also encouraged to share your personal views and experiences with class/group members, and disclose some personal information if you wish to do so. Your contributions may involve personal challenge and risk, may create discomfort and a sense of vulnerability. In essence, there is risk involved in being a class/group member. It is the same risk and vulnerability that we as facilitators will embrace as members of this class. We see this personal exploration and process as an essential component of your education and your personal growth and also recognize the potential for others to grow as professionals and as human beings.

We have chosen the materials, speakers, texts, and readings for this course very carefully and professionally. However, we cannot control who will be personally offended or uncomfortable with what is presented. If you feel any discomfort, you may always bring it up to the group to be evaluated or with us outside of class. You may also choose to stay silent or leave the classroom environment. However, we encourage you to evaluate your discomfort and face the challenging issues for your personal and/or professional growth. Practicing being immediate has the potential to enlighten those around you, as well as yourself, in addition to informing your future work as a clinician.

**Cell phones – please turn them off.** Inadvertently, we all forget to turn them off and that's okay. If for some reason you need to have your cell phone on, please let us know prior to class.

## Course Requirements

**APA Writing Workshop – Paper Topics** (Extensive information regarding these assignments is included at the end of this syllabus)

1. Decision Making Self-Observation
2. Response to Friendship Scenario and Questions
3. Interview of Counseling professional
4. Literature Review

**\*A note about the writing workshop:** There will be ample opportunity for students to work on their writing skills, initially this will occur with instructor guidance and then peer review. Should there be continuing issues or concerns about skills, students will be referred to the writing lab for further guidance and instruction.

### **The Counselor Within Reflection and Collage**

This 2-3 page statement (*informal writing, APA not required*) should outline your inner motivations for choosing the counseling field. Answer the following questions as you write.

1. What cultural identities, values, and experiences led you to consider a career in counseling?
2. What are your thoughts about how people change?
3. What counseling settings and or populations think you are interested in serving? Why?
4. What skills do you believe you already possess that will help you in this field? What skills do you hope to gain from this program?
5. What are your expectations for yourself as a counselor?
6. What are your expectations for your clients?
7. What do you hope will be the outcome of your work with clients?
8. What challenges do you foresee yourself dealing with in the counselor role?
9. What would being a successful as a counselor look like?
10. In your opinion, is counseling effective? Explain your response.

Then, create a collage depicting your thoughts and reflections using images, pictures, drawings, symbols, etc. You will be invited to share both your written and your creative reflections. (*points self-awarded based on effort*)

### **Interview of Counseling Professional**

Students will interview in person (face-to-face) a mental health professional (preferably an LPC) about the role of professionals and changes and important clinical, practical, and ethical issues within the field. (*See attached Interview Protocol and writing instructions*).

You are to write a reaction paper to the interviews, indicating issues that raised awareness for you about the counseling profession, training, the role of the counselor, and current issues within the field. The paper should reflect your awareness of the profession and role as a counselor as opposed to a summary of the interview. We cannot stress enough how important it is not to offer a summary of the interview but your REACTION to it. We are looking for your “inner dialogue” of the interviews. You may discuss the interviews but mostly in context of your reaction to the responses. Please do include the questions from the Interview protocol and any additional questions you created/posed. This paper should be 4-5 pages in length.

You **must** obtain informed consent of the professionals you are interviewing and submit the signed forms to the professor with your assignment. A contract is included in the syllabus for your use.

In addition, please request permission for release of their contact information so that students in class may contact them for future networking and informational interviewing if desired.

### **Mock Conference Presentation**

The role of educator is one of several that counseling professionals take in their work with clients and other counseling professionals. The purpose of this assignment is to develop the skills you need to prepare a conference-ready presentation. A second and equally important purpose of this assignment is to grow in your ability to work effectively in groups. in groups and to prepare you for professional level presentations. Groups of five will select a topic of mutual interest and work throughout the semester on developing that topic into a 60-minute presentation. Presentations will include (a) assigning advanced readings and reflections to participants, (b) a didactic component, (c) experiential learning, (d) and will address counseling implications including ethics, practice, and cultural competency. Additionally, following group presentations, there will be a formal question and answer period in which groups should be prepared to answer questions regarding their research. All students not presenting will be required to prepare one question on the topic being presented – questions can be based on readings or on independent research on the chosen topic. (*Detailed instructions attached.*)

### **Literature Review**

Once you decide on a topic for your presentation, each of you will be required to research a unique component of the topic and write a 5 page literature review. You must use a minimum of *five* sources including online or hard copy journal articles and books. A literature review basically offers a summary of themes found in your reading about your particular topic. We will review this in class.

\*\*\* On the day the draft is due, you will be pairing up to review APA style, read papers aloud and work on revisions/editing.

## Tentative Course Schedule

<b>Class</b>	<b>Topics</b>	<b>Reading Assignment</b>
September 1	Brief Experiential Overview of Course Ambiguity	BACC 1 – 3 Ethics 1 & 2
September 8	Roles of Counseling Professionals Professional Settings Ethical Codes and Virtues <b>Due:</b> <b><i>Professional Exploration</i></b>	APA Intro & sec 1 –3
September 15	Library Orientation and Exploration APA overview <b>DUE:</b> <b><i>Topic for mock conference presentation</i></b>	Ethics 5 – 8 <i>Required articles</i>
September 22	Personal Ethics Intro to the Humanities <b>DUE:</b> <b><i>Decision Making Self-Observation</i></b>	BACC 4 – 6 Ethics 4 & 15 <i>Counseling Today</i> articles
September 29	The Counseling Relationship The Counselor Within <b>DUE:</b> <b><i>Reflection and Collage</i></b>	<i>Required Articles</i>
October 6	Creativity and Crisis Ethics <b>DUE:</b> <b><i>Response to Friendship Scenario</i></b>	BACC 7 Ethics 3
October 13	Diversity & Advocacy Ethics	BACC 8 & 9 Ethics 9
October 21	Families and Groups Ethics Writing Workshop	BACC 11 Ethics 10, 12, 14
October 27	Teresa & Cheree' at ACES Assessment & Evaluation Ethics Case Review <b>DUE:</b> <b><i>Literature Review – Draft</i></b>	BACC 12 Ethics 11 & 13 <i>Required Articles</i>
November 3	Consultation & Supervision Ethics <b>DUE:</b> <b><i>Literature Review – FINAL</i></b>	BACC 10 <i>Required Articles</i>
November 10	<b>VCA – No Class</b>	

November 17	Panel of Experts	<i>Articles for group presentations</i>
<b>DUE:</b>	<b><i>Interview of Counseling Professional</i></b>	
November 24	THANKSGIVING BREAK – no classes!	
December 1	Conference Presentations	
December 8	Conference Presentations	
December 16	Informal Review and Closing Ritual	

**Academic Honesty:**

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.

**Disability Support:**

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with me during my office hours or with the Coordinator of Student Disability Support Services in the Academic Support Center, Hartzler Library second floor, 432-4233.

## APA Writing Workshop Papers Instructions

### **A. Decision Making Self-Observation #1** (Adapted from Dr. Linda Leitch-Alford, former EMU MAC Associate Professor and PIFE instructor)

As you go about your life this week, observe your own moral decision-making patterns. Write a 3 - 5 page paper incorporating the following questions:

1. What moral decisions do you observe yourself being called to make?
2. What in your character helps you identify these situations?
3. What about your internal thinking and moral development assists you in making decisions to act, not act, and/or how to act/react?
4. How do things turn out and how do you feel about the outcome and yourself?
5. Include new insights you realized about yourself.
6. Expand on what was confirmed about yourself.
7. How are these observations, confirmations, insights, realizations, etc. consistent or inconsistent with your internal assumptions about the universe and humankind.

#### APA evaluation criteria

- a. Meets APA style guidelines, including title page, NO abstract, double spaced, using a running head, page numbers, and reference list. 5 points
- b. Use APA style headings (**two levels**) 5 points

\*You will be invited to share your observations in class.

### **B. Response to Friendship Scenario**

Read the excerpt from Rawlins (2009) The Compass of Friendship and write at 3 – 5 page paper incorporating the following questions from the excerpt, in addition to other reactions or thoughts that were inspired by the content:

1. What would you have done?
2. Under what conditions does one of these relationships exert the greater claim on us when pitched against each other?
3. Do our duties to our community surpass our duties to our close friends as in the case of Barry and Hank? Or should our loyalties to our close friends trump our duties to our community?
4. What considerations would you find important in choosing between your close friend and the demands of your larger social world?
5. What if Barry and Hank had always been excluded because of their racial, ethnic, or religious differences, or their sexual orientation? What if they had been oppressed as a devalued minority due to their shared differences from the larger community? Do any of these factors change how you feel about Barry's choice to testify against him?
6. What if both friends were women? How do perceived similarities and differences between friends and the larger community interact to shape identities, perceptions of relationships, and responses to others?

Book information:

Rawlins, W.K. (2009). *The compass of friendship: Narratives, identities, and dialogues*. Los Angeles: SAGE.

APA evaluation criteria

- a. Meets APA style guidelines, including title page, NO abstract, double spaced, and using a running head, page numbers, and headings. 5 points
- b. In-text citations and reference list **required** 5 points

## **Interview with a Counseling Professional Interview Protocol and Writing Instructions**

Protocol: Please include all of these questions in your paper:

- a. How long has the person been a mental health professional?
- b. Does the mental health professional have a specialization or clinical focus, if so, what is it?
- c. What led him or her to choose a career in the mental health field?
- d. What theory(ies) guide(s) the mental health professionals' practice?
- e. What is his/her personal theory of how clients change?
- f. What therapeutic techniques/counseling skills does he/she use with clients?
- g. In what ways does the mental health professional utilize multicultural counseling competencies in his/her work?
- h. How does the mental health professional describe the role of a professional counselor?
- i. How does the mental health professional see him/herself as an advocate in the counseling profession?
- j. What does he/she see as current issues that the profession is facing?
- k. What s/he likes most (and least) about their work?
- l. How did his/her training best and least prepare them for the realities of being a mental health professional?
- m. What advice would they offer you as a beginning counselor-in-training?

**Please also include a discussion of the impressions you had of the office/environment in which you interviewed the professionals. What was it like? How would it feel to be a client?**

The following questions are guides for your own reflection. Please include that reflection in your paper. **Your reflections are to be the majority content for this paper.**

- What did you learn about the counseling profession from your interview?
- What thoughts and feelings do you have about your future career as a counselor?

APA evaluation criteria

- a. Meets APA style guidelines, including title page, NO abstract, double spaced, page numbers and using a running head. 5 points
- b. In-text citations and reference list **if applicable** 2 points
- c. Use APA style headings 3 points
- d. Clarity of thought and expression 5 points

### Contract with Professional

I am a graduate student in the Master of Arts in Counseling Program at Eastern Mennonite University. As an assignment for the course COUNS 507 Professional Identity, Functions, and Ethics, in which I am enrolled, I am required to interview a professional counselor about his/her work. As such, I am requesting your permission to conduct an interview with you.

This interview will include questions about your position, the responsibilities you have, the clients you work with and the kinds of interventions you provide in your work setting. I will use this information to help me better understand the nature of the work in your agency, the roles of a professional counselor, how theory and skills are applied in a clinical/school setting and how you interact with the populations you serve.

In addition, this interview will be summarized into a written report, which will be read aloud to a peer reviewer in class as part of an APA writing workshop. It will then be revised and submitted to my instructor to fulfill the requirement of this assignment. Your professional contact information may be shared with my classmates for future networking. The information you provide will not be used in any ways not stated in this contract.

Before beginning the interview, I will need you to sign this contract stating that you agree to this interview and understand how the information you provided will be used.

I agree to be interviewed.

Printed Name & Credentials: \_\_\_\_\_

Signature: \_\_\_\_\_

Educational Background: \_\_\_\_\_

Job Title: \_\_\_\_\_

Job Description: \_\_\_\_\_

Contact information: \_\_\_\_\_

Date: \_\_\_\_\_

Interviewer's (Student) Name: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

Time of Starting Interview: \_\_\_\_\_

Time of Ending Interview: \_\_\_\_\_

## Literature Review

Please be prepared to bring your group presentation topic to the library orientation on September 15.

Papers should include the following all in APA style formatting:

1. Title Page
2. Abstract
3. Review of the literature with a **conclusion**: a minimum of *five* references will be acceptable. This section should include the literature you have discovered that supports your thesis.
4. Reference page

### APA evaluation criteria

- |  |          |
|--|----------|
| a. Meets APA style guidelines, including title page, abstract, double spaced, page numbers and using a running head. | 5 points |
| b. In-text citations and reference list <b>required</b>  | 5 points |
| c. Use APA style headings  | 5 points |
| d. Clarity of thought & expression   | 5 points |

## Mock Conference Presentation

### Topics may include

- Any of the major ethical topics discussed: confidentiality, dual-role relationships, boundaries of competence, boundaries, etc.; generally or in specific settings, with certain populations, etc.
- Diagnosis, treatment planning, psychopharmacology
- Third-party payment (insurance), managed care implications of Tx
- Psychodiagnostics, the DSM-IV-TR system: context, culture, single-person psychology, abstraction of person from *world* of relationship, society, etc. – the ethical implications of an *intrapsychic*, medical model; records and documentation of mental “illness” as final/binding/restrictive to life
- Service provision within such a system: some people may never be served if the counselor doesn’t work within the auspices of this system; you may not have the chance to question it – can you live with this, and is it necessary though regrettable? – what can be done? what can you do? what rights do you and your clients have?
- Medications: the system, their use, research, necessity, counselors’ knowledge of them – media war and the proliferation (competence and biases)
- Ethical/Unethical actions of professional organizations and the counselor’s membership
- “Newer” challenges (or those getting attention): use of electronic avenues in therapy (documentation, counseling, email/chat, etc)
- Vicarious trauma, self-care, knowing when to say “no”, referrals, terminations
- Counselor’s personal experiences and their influence on the work
- Life-ethics (personal ethics)
- Continuing education/research and consultation/supervision and the pull to buy the Zeitgeist wholesale and unquestioned -- does the proliferation of evidence-based practice, highly researched/documented/championed mean we have to follow in line; is it ethical/unethical to practice differently? -- theory, etc.
- The ethics and the law -- how to manage both, or not?
- The burden of knowledge – inappropriate psychological mindedness
- The concept of the Wounded Healer
- Self-disclosure
- Prayer and the counseling session
- Internal assumptions/Worldview
- Diversity Issues
- Limitations/Areas of Discomfort
- “Counselors” in other countries/cultures – what does this look like?
- Or whatever it is that inspires or peaks your curiosity about ethics or our profession as a whole.

### Group Guidelines

1. Groups will consist of 3 – 4 students.
2. Once group topics are chosen, a list of topics will be circulated so that class members can begin formulating questions for the Q & A session.
3. All group members must have a speaking part during the presentation.
4. Group members will evaluate each other as well as being evaluated by the class.

**Groups will be evaluated based on their efforts in:**

- (a) assigning advanced readings and reflections to participants,
- (b) presenting a didactic component,
- (c) offering an experiential learning component,
- (d) and addressing counseling implications including ethics, practice, and cultural competency.