

PROFESSIONAL IDENTITY, FUNCTION, AND ETHICS

COUN 507

Fall 2009

Office Hours: By Appointment

Class Meeting Time: Wednesdays 1:30-4:10

Class Meeting Room: SEM204

Professor: Linda Leitch-Alford Ed.D.

Professor's Office: SEM 027

Campus Phone: 540.432.4266

Email: linda.leitch-alford@emu.edu

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.

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;
 - 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 (Fulfills CACREP Standard II.1.b.);
 - d. have an understanding of the history and philosophy of the counseling profession (Fulfills CACREP Standard II.1.a.);
 - 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 (Fulfills CACREP Standard II.1.d.);
 - f. understand advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (Fulfills CACREP Standard II.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 (Fulfills CACREP Standard II.1.e.).

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)* (helps meet CACREP Standard II.1.h.);
 - c. demonstrate clear understanding of the **professional counselor's relationship to the law**;
 - 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.

REQUIREMENTS AND EVALUATION

- **Attendance Policy:** Due to the interactive nature of this training experience, students are **required** to attend and actively participate in **ALL** class sessions. Attendance and active participation are necessary for mastery of course material. Class work will build upon weekly assignments. It is expected that students will arrive on time with basic assignments completed. If students have a life circumstance that **necessitates an absence**, they must (a) notify the professor as early as possible prior to the class period and/or at the earliest possible time after the occurrence of the event, (b) make arrangements to have the class taped, (c) review the tape and email a one page response paper to the professor prior to the next class meeting, and (d) make arrangements with the professor to make-up experiences not transferable to tape. **Random absences, failure to follow these guidelines, and/or lack of class participation will result in reduction of up to one full-letter grade for the final course grade.** Please note that class attendance includes being present at the stated start time for each class period and attending to the learning process throughout the designated class time.
- **Readings:** Students are expected to read and be prepared to discuss in class and/or on discussion board assignments from required texts, electronic documents, and library reserve assignments on dates assigned. Written reviews will be comprehensive and may include questions covering all assigned reading material.
- **Written Assignments:** Assignments are to be submitted via electronic mail using word documents and will be read, graded, and returned electronically unless otherwise indicated. Electronically submitted assignments are to be submitted via email attachment using specified subject line by 8:00 a.m. on the date listed in the course schedule.

- **Field Research Interview Assignment:** The field research requires each student to conduct one interview with a practicing mental health professional (preferably a LPC). Requirements for interviews are given at the end of this document.
- **Blackboard Postings:** Specific requirements for Blackboard postings will be listed within each dialogue period posting. In general, each student is expected to *post at least once with original thought and twice in response to classmate postings*. **Online Dialogue** response to **instructor's posted questions and peer postings** offers an opportunity for students to demonstrate some mastery of the concepts, as well as apply learned knowledge immediately. The focus of the dialogue will be on the student's critical thinking skills as evidenced by substantive commentary. This means that student postings should be thoughtful and cogently responsive to the posted question and peer material. The dialogue format simulates a degree of normal classroom discussion and interaction. Where relevant and indicated in instructor postings, students will be expected to reference literature that related to the discussion. Students should check the discussion board several times a week during a posted dialogue period. (helps meet CACREP Standard II.1.c.). All students will be expected to participate fully in the online aspects of the course. Class members are expected to show-up with *honest and grace-filled interactions that extend human dignity and worth to all members of the community while being willing to challenge one another's thoughts*.
- **Reviews:** There will be three opportunities for students to demonstrate their knowledge and ability to apply the material for this course. The first two of these reviews will be written exercises. Students doing below the equivalent of "C" work on any of the written reviews will be given a chance to review and rewrite their work. Any resubmitted written reviews cannot be raised above a "C" letter-grade equivalent. The final review will take the form of a "professional interview" role-play. A list of dates will be posted the first of November. **All** reviews will be comprehensive.
- **Evaluation Criteria**

Assignment/Task	Grade%	Grading System
Decision Making Self-Observations	10%	20 points (10 points each)
Response Papers	10%	20 points (10 points each)
Counselor Identity Paper	10%	20 points
Research Paper	20%	40 points
Presentation	5%	10 points
Written Reviews (1st 10% -2nd 20%)	30%	60 points (1st 20 pts/2nd 40 pts)

Final Review: Interview Role-Play	5%	10 points
Blackboard Discussion Participation	10%	20 points
Class Attendance and Participation		See syllabus notation
Total Possible		100.00%

Translating Percentage Grades into Final Letter Grades:

Final Total Percentage = Letter Grade	
100 – 93	A
92 – 90	A-
89 – 88	B+
87 – 83	B
82 – 80	B-
79 – 78	C+
77 – 73	C
72 – 70	C-
69 and below	F

NOTE: Students MUST
complete **ALL** assignments in
order to receive a grade of “C”
or better for the course.

BOOKS AND MATERIALS

Required Texts

Cohen, E. E., & Cohen, G. S. (1999). *The virtuous therapist: Ethical practice of counseling & psychotherapy: Standards, research, and emerging issues*. Belmont, CA: Wadsworth Publishing Co.

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

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

Required Internet Retrieval Readings, Electronic Documents, and Handouts:

American Counseling Association. (2005). *Code of ethics*. Alexandria, VA: Author.
Retrieve from <http://www.counseling.org/>

Forester-Miller, H., & Davis, T. E. (1996). *A practitioner's guide to ethical decision making*. Alexandria, VA: American Counseling Association. Retrieve from <http://www.counseling.org/> (Handout).

Assigned Journal Articles Note: The course schedule lists two dates journal articles are to be read. The citations for these articles will be sent to students a minimum of two weeks prior to the due date.

Leitch-Alford Electronic Documents to be sent via email a minimum of two weeks prior to reading due date.

Highly Recommended Texts:

Gladding, S. (2009). *The counseling dictionary: Concise definitions of frequently used terms* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Szuchman, L. T. (2002). *Writing with style: APA style for counseling*. Brooks/Cole: Pacific Grove, CA.

Wheeler, A. & Bertram, B. (2008). *The counselor and the law* (5th ed.). Alexandria, VA: American Counseling Association.

Recommended Texts and Readings:

American Counseling Association. (2008). *The ACA encyclopedia of counseling*. Alexandria, Va: Author.

American Mental Health Counselors Association. (2000). *Code of ethics*. Alexandria, VA: Author.

Garcia, J. G., Cartwright, B., Winston, S. M., & Borzuchowska, B. (2003). A transcultural integrative model for ethical decision making in counseling. *Journal of Counseling & Development*, 81, 268-277.

Haley, J. (1980). How to be a marriage therapist without knowing practically anything. *Journal of Marital and Family Therapy*, 6, 385-391.

Hill, M., Glaser, K., & Harden, J. (1995). A feminist model for ethical decision making. In E. J. Rave & C. C. Larson (Eds.), *Ethical decision making in therapy: Feminist perspectives* (pp. 18-37). New York: Guilford.

Kitchener, K. (1984). Intuition, critical evaluation and ethical principles: The foundation for ethical decisions in counseling psychology. *The Counseling Psychologist*, 12, 43-55.

Leigh, A. (1998). *Referral and termination issues for Counsellors*. Thousand Oaks, CA: Sage Publications.

Meara, N. M., Schmidt, L. D., & Day, J. D. (1996). Principles and virtues: A foundation of ethical decisions, policies, and character. *Counseling Psychologist*, 24, 4-7

National Board of Certified Counselors. (2005). *Code of ethics*. Greensboro, NC:

Author. Retrieved October 4, 2006, from <http://www.nbcc.org/extras/pdfs/ethics/nbcc-codeofethics.pdf>

National Career Development Association. (2003). *Ethical standards*. Tulsa, OK:

Author. Retrieved March 22, 2004 from <http://www.ncda.org/>

ACADEMIC HONESTY: Good academic work must be based on honesty. The attempt of any student to present as his or 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 other aids during an examination or turn in as their own a paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional 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 may be suspended or dismissed from the program.

DISABILITY STATEMENT:

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 (432-4233).

BIBLIOGRAPHY AND REFERENCE WORKS:

- Arredondo, P., Toporek, R., Brown, S., Jones, J., Locke, D. C., Sanchez, J., & Stadler, H. (1996). Operationalization of the multicultural counseling competencies. *Journal of Multicultural Counseling and Development*, 24, 42-78.
- Beauchamp, T. L., & Childress, J. F. (2001). *Principles of biomedical-ethics* (5th ed.). New York: Oxford University Press.
- Boyer, S. P., & Hoffman, (1993). Counselor affective reactions to termination: Impact of counselor loss history and perceived client sensitivity to loss. *Journal of Counseling Psychology*, 40, 271-277.
- Burkemper, E. M. (2002). Family therapists' ethical decision-making processes in two duty-to-warn situations. *Journal of Marital and Family Therapy*, 28(20), 203-211.
- Corey, G., Corey, M. S., & Callanan, P. (2007). *Issues and ethics in the helping professions* (7th ed.). Monterey, CA: Brooks/Cole Publishing Co.
- Cottone, R. R., & Claus, R. E. (2000). Ethical decision-making models: A review

- of the literature. *Journal of Counseling & Development*, 78, 275-283.
- Haas, L.J., & Malouf, J.L. (1995). *Keeping up the good work: A Practitioner's guide to mental health ethics*. (2nd ed.). Sarasota, FL: Professional Resource Press.
- Halgin, P. H., & Caron, M. (1991). To treat or not to treat: Considerations for referring prospective clients. *Psychotherapy in Private Practice*, 8(4), 87-96.
- Helbok, C. M. (2003). The practice of psychology in rural communities: Potential ethical dilemmas. *Ethics & Behavior*, 13, 367-384.
- Jordan, A. E., & Meara, N. M. (1990). Ethics and the professional practice of psychologists: The role of virtues and principles. *Professional Psychology: Research and Practice*, 21, 107-114.
- Magnuson, S., Wilcoxon, S. A., Norem, K. (2000). A profile of lousy supervision: Experienced counselors' perspectives. *Counselor Education and Supervision*, 39, 189-202.
- Remley, T. P., Jr., & Herlihy, B. (2009). *Ethical, legal, and professional issues in Counseling* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Smith, T.S., McGuire, J.M., Abbott, D. W., & Blau, B. I. (1991). Clinical ethical decision making: An investigation of the rationales used to justify doing less than one believes one should. *Professional Psychology: Research and Practice*, 22, 235-239.
- Van Hoose, W. H., & Kottler, J. A. (1988). *Ethical and legal issues in counseling and psychotherapy* (2nd ed.). San Francisco: Jossey-Bass Publishers.
- Van Hoose, W.H. & Paradise, L.V. (1979). *Ethics in counseling and psychotherapy: Perspectives in issues and decision-making*. Cranston, RI: Carroll Press.

CLASS ASSIGNMENT SCHEDULE**Wednesdays 1:30 – 4:10****COUN 507****Fall 2009**

Wk	Date	Topic	Reading	Written	Blackboard
1	9/02	The Professional Counselor History and Identity Intro to Licensure <i>Introduction to APA: Bring APA Manual to Class</i>	Quickly Review the Syllabus APA (<i>See pg. 12 of Syllabus</i>)	Journal on Moral Decision Making* (Begin 9/02) <i>*Instructor will NOT Read</i>	
2	9/09	Intro to Applied Professional Ethics Virtue Ethics (Counselor Character) and Moral Principles Multicultural Considerations/Advocacy <i>APA: Headings and Title Page, etc.</i>	Welfel Ch. 1 Cohen & Cohen Ch. 1 ACA Ethics Code Review/Recall Reading Method APA (<i>See pg. 12 of Syllabus</i>)	Send Instructor Email for address purposes Subject Line: PIFE Due: 9/4	
			Welfel Ch.3 Cohen & Cohen Ch. 2 & 5		
3	9/16	More about Virtue Ethics and Moral Principles Introduction to Ethical Decision Making <i>APA: Non-Electronic Text & Reference List Citations</i>	Full Read of ACA Ethics Code Cohen & Cohen Ch. 3, 4 Leitch-Alford Document #1 APA (<i>See pg. 12 of Syllabus</i>)	Decision Making #1 <i>Due: 9/15 (8:00 a.m.)</i>	Discussion #1 Reaction to the Code
4	9/23	EDM Continued Differentiating Legal and Ethical <i>APA: Electronic Text & Reference List Citations</i> (David Glanzer)	Welfel Ch. 2 Forester-Miller & Davis. A guide Leitch-Alford Document #2	Decision Making #2 <i>Due: 9/22 (8:00 am)</i> <i>Hard Copy of Research Project Topic & Interview Form Due 9/23</i>	
5	9/30	Boundaries of Competence <i>APA: Bits and Pieces</i>	Welfel Ch. 4 Leitch-Alford Document #3	Response Paper #1 <i>Due: 9/29 (8:00 a.m.)</i>	Discussion #2 Ethical Decision-Making Style/Models
6	10/07	Confidentiality Informed Consent and HIPPA Internet Counseling <i>APA: Wrap up student questions/concerns</i>	Welfel Ch. 5 & 6 Cohen & Cohen Ch. 7 & 9 Article	Response Paper #2 <i>Due: 10/06 (8:00 am)</i>	

CLASS ASSIGNMENT SCHEDULE (Continued)**COUN 507****Wednesdays 1:30 – 4:10****Fall 2009**

Wk	Date	Topic	Reading	Written	Blackboard
7	10/14	Dual Role Relationships <i>Guest Lecturer</i>	Welfel Ch. 8 Cohen & Cohen Ch. 6		<i>No Discussion Board Work on Research Papers and Poster-Board Presentations</i>
8	10/21	Written Review #1	Take Home Portion: Sample Informed Consent <i>Hard Copy: Due At beginning of class 10/21</i>		
9	10/28	Practicum /Internship Orientation (Pam Comer 1:30) More about Licensure Review Written Review More about Dual Role Relationships – Touch/Gifts	EMU MA Counseling Handbook Practicum/Internship Pages Review Projected State Licensure Law/Regulations/Forms VA: http://www.dhp.state.va.us/counseling/ Welfel Ch. 7		
10	11/04	Family & Group Diagnosis & Testing Reporting, Recovery, and Rehabilitation	Welfel Ch. 9, 10 (Review) Welfel Ch.15 (Read) Cohen & Cohen Ch. 8		
11	11/11	The Business End of Professional Counseling Record Keeping	Welfel Ch. 11 Cohen & Cohen Ch.10	Research Paper Due <i>Due:11/10 (8:00 a.m.)</i>	
12	11/18	The Wedding of Clinical and Ethical Life Catch-Up VCA Week	Take Home Written Review #2 Includes a Personal Ethical Decision-Making Style Statement <i>Due:11/18 (8:00 a.m.)</i>		Discussion #3 Interviews
13	11/25	No Class – Thanksgiving Break			
14	12/02	Supervision/Research Student Poster Presentations	Welfel Ch. 13 & 14		Discussion #4 Case Interaction (Supervision & Termination)
15	12/09	Termination Student Poster Presentations	Assigned Journal Article(s)	Professional Identity Paper <i>Due:12/08 (8:00 a.m.)</i>	
16	12/16	Final Review – Professional Interview Role-Play Professional (To be scheduled outside of class regular class time) Student Poster Presentations			

Reading Assignments for APA Manual

NOTE: As a department we have determined that PIFE is the course in which students will be introduced to, practice, and master at the MA in Counseling level APA style writing. At the end of PIFE, your instructors will expect you to turn in papers written in APA style. After this first semester, papers that do not demonstrate competency in APA style may be returned for rewrite or given a failing grade. Additionally, your other professors during this semester have been sent a copy of the PIFE instruction timetable for APA writing and may expect you to submit papers at the level of APA instruction in this course schedule

Week	Date	Read/Review	Comment
1	9/02		BRING MANUAL TO CLASS*
2	9/09	Chapter 1: 1.10 Plagiarism 1.15 Copyright Chapter 2: 2.01 Title 2.04 Abstract 2.05 Introduction 2.08 Discussion 2.11 References 2.12 Footnotes 2.13 Appendices Chapter 3 Chapter 4	<p>We will review the assigned sections/chapters and section 2.02 & 2.06 in class.</p> <p>You are not expected to read chapters 3 and 4 in the same manner you would read a text book. The noted sections of chapters 1 & 2 are to be read. It is expected that you will review (page through) chapters 2 & 3 to get an understanding of what is contained in them and to be exposed to APA style writing.</p> <p>Plagiarism: Please also refer to the ACADEMIC HONEST section of the PIFE syllabus found on page 7 and the Footnote also on page seven to be clear about the course, department, and university policies related to plagiarism.</p>
3	9/16	Chapter 6 Chapter 7	<p>This week, and hereafter, you have an opportunity to apply your understanding of APA style writing in your "Decision Making #1" paper. It is expected that some of you will need further instruction so relax and give it your best effort.</p> <p>It is not expected that you will read Chapters 6 & 7 (nor is it expected that you would want to). Page through these chapters before class so you are familiar with the basic content. (<i>We will talk about citations in broad statements in class</i>)</p>

*You will find it helpful to bring your APA Manual to class for the first six weeks of the semester

