

**COUN 533-79A1 & 79A2-Online:
Counseling Ethics and Professional Identity
Summer 2023: Jun 12 - Aug 4
Chadron State College**



Part 1: Course Information

Instructor Information

Instructor: Dr. Kathleen Woods

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GOOGLE Voice Phone or Text: 302.643.2307

Office Hours: Virtual by appointment

- **Canvas Address:** <https://chadron.instructure.com/>

- **Facebook:** <https://www.facebook.com/groups/csccounseling>

Credit Hours

Credit Hours: 3

Course Description

Surveys the ethical, legal and professional issues facing the counseling professional. Topics on professional conduct, decision-making and the legal requirements for licensure will be studied. Note: Satisfactory completion of this course is a prerequisite for COUN 601 & 602. (CSC Graduate Catalog, 2022-2023). **Please note that a final grade of B or higher is required in this course to graduate.**

Textbook and Course Materials

Required Texts:

1. **Corey, G., Corey, M., & Corey, C. (2019).** Issues and Ethics in the Helping Professions (10th ed.) MindTap Cengage ISBN: 9781337406307. You must purchase the MindTap Access Code. **You do not need to purchase the printed version of this text. Cengage/MindTap provides an integrated ebook in the MindTap program.**
2. **Tevera:** The Counseling Program has adopted the Tevera software system for Practicum and Internship paperwork (e.g., site agreements, time logs, skill evaluations, etc.) and Student Key Assignments. You will gain access to this system by paying a one-time program fee and have access to Tevera during your time in the program and beyond graduation. This helpful resource allows you to access your clinical records after graduation and log post-graduation hours to ease licensure/certification processes. Your invitation will direct you to register and purchase directly from Tevera. **Though you will see this requirement in all your syllabi, you will purchase Tevera only once.** Tevera License +CCS-R© Assessment, ISBN# 978-0-9992321-5-6.

3. **Movie—Good Will Hunting** with Robin Williams and Matt Damon. Available online and video streaming services.
4. **Code of Ethics**—Your respective professional organization:
 - a. **School & Clinical Mental Health Counseling** students must acquire the American Counseling Association Code of Ethics (2014), available on the ACA website: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
 - b. **School Counseling** students ALSO must acquire the American School Counselor Association’s Ethical Standards for School Counselors, available on the ASCA website: [www.schoolcounselor.org](https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf). Available online at: <https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf>

Method of Instruction

The course methodology is web-based. For assistance with technical questions, contact helpdesk@csc.edu or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams. **Each week typically begins at 1:00 AM Mountain Time Monday and closes at 10 PM Mountain Time Sunday.** All dates and assignments can be found in the course schedule.

Course Connection to Program Portfolio (Degree-Seeking Students): A completed, approved e-portfolio is a requirement for graduation. It is a visual showcase of your work demonstrating professional growth, achievement, and competence in counseling. Your portfolio must include a syllabus and key assignments from completed courses that contain a KPI assignment. **Your portfolio must include KPI 1 - Ethical Self-Reflection Paper-Parts 1 & 2.**

Course Requirements

It is intended that all courses at the graduate level will require more significant intellectual effort, more independence in reading and investigation, and more constructive thinking than undergraduate levels of instruction. Requirements include active participation and completion of all assigned work on time. **Unless otherwise indicated, all written assignments must follow APA formatting guidelines:** <http://owl.english.purdue.edu/owl/resource/560/1/>. Each weekly activity includes MindTap assignments, forums, readings, and exams.

Most assignments for this course are due Sunday evening of each week. This schedule is designed to provide maximum opportunity to work on your assignments over the weekend. Like most of you, please know I am not required to work and am less available on the weekend; Thus, I may not respond to weekend assignment questions until Monday morning.

1. **Forums:** You will have many opportunities to share your ideas each week. I will provide the topic, and you will give unique reflection, insight, and discussion. Please see the rubric at the end of this syllabus.
 - A. A new forum will be available **Monday through Sunday. To receive full points, you must participate with at least one original post and two replies on 3 of the 7 days the forum is open. I will not grade a post/reply when submitted after the forum closes.**

- B. **Each post must be at least 250 words, and each reply must be at least 200.** Other posts and replies over the minimum can be any length. I recommend you NOT rely on MSWord's word count. It tends to result in a lower count than CSCOnline.
 - C. The faculty's role is as an observer and facilitator. I will read and participate in the discussion as appropriate.
 - D. Your first forum is the CSC Online Profile. Please upload a photo of yourself! Not a picture of your family, favorite park, or pet. The purpose of the photo is so that we can recognize each other's faces. You will not write any posts for this particular forum.
 - E. Please also take the time to review the Discussion Forum Rubric found linked to your Course Home Page.
2. **MindTap Assignments** are found in your Cengage MindTap course. Once completed, you will automatically receive a grade and feedback for some assignments. In contrast, others will be manually graded, resulting in more time to account for grading. Please follow the video link for further explanation on how to view assignment feedback in your Progress tab <https://play.vidyard.com/i3sc5XyJMUqoogvyCBkqrr> .
 3. **Syllabus Quiz:** You will find this quiz in Canvas-Week 1 Module.
 4. **MindTap Exams:** You will complete chapter exams/quizzes in MindTap.
 5. **Professional Disclosure Statement:** Following graduation yet pre-licensure, imagine that you will be working in private practice or school counseling. Please develop and customize a personal disclosure statement document; include everything required and some personal touches. Please include information regarding your theoretical orientation, approach to counseling and goal setting, and techniques regularly used. Statements must also include the counselor-client role, confidentiality information, scope of practice, supervisor contact, and diversity statement in language appropriate for clients. You will find multiple examples online and a description in Corey, Ch. 5.
 6. **Ethical Self-Reflection Paper—KPI 1 - Ethical Self-Reflection Paper-Parts 1 & 2 (Key assignment for your Counseling Portfolio). See the rubric and expanded instructions at the end of this syllabus:**
 - A. **Part 1** (Issues and Ethics-Chapters 1-6). See the guidelines at the end of this syllabus. When completed, please upload it to the CSC Online Assignments Tab.
 - B. **Part 2** (Issues and Ethics-Chapters 7-13). See the guidelines at the end of this syllabus. When completed, please upload it to the CSC Online Assignments Tab.

Mental Health and Well Being

As a student, you may experience various issues that can cause barriers to learning. These might include strained relationships, anxiety, high-stress levels, alcohol/drug problems, feeling down, or losing motivation. CSC Health Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on

campus at <https://www.csc.edu/healthserv/counseling-services/> or by calling (308) 432-6232 or visiting Crites Hall 343. Help is always available.

Nebraska State College Board Policy 4141

For a 1-hour credit course, [Nebraska State College Board Policy 4141](http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf) (<http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf>) suggests that you spend at least 45 hours per credit hour in learning activities. In this 3-credit hour course, you should plan to spend a minimum of 135 hours in learning activities. Actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.

A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each course activity or component listed below.

<i>Learning Activity</i>	<i>Hours Per Week</i>	<i>Total for Course</i>
Direct Online Instruction	4 X 8 weeks	32
Reading & Interactive Multimedia	4 X 8 weeks	32
Assignments	2 X 8 weeks	16
Weekly Forums	4 X 8 weeks	32
Exams	4 X 8 weeks	32
Total		144

****Disclaimer:** Completing the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

Part 2: Student Learning Outcomes

In addition to the following learning outcomes, the School Counseling Program also meets the *CSC Education Unit Intended Program Outcomes*:

- **Visionary Leader Model Components:** Communication, Thinking Skills, Methodology, Leadership, Assessment, Inclusive Learning Environment, Professionalism.
- **INTASC Outcomes:** Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership, and Collaboration.

<i>Knowledge/Skill Outcomes</i>	<i>CACREP 2016, ASCA, CSC SLO.</i>	<i>Related Assignment</i>

1	Recognize ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2.F.1.i; ASCA; SLO-1	<ul style="list-style-type: none"> Ethical Self-Reflection—Part 1 Readings and Exam Ch 1: Introduction to Professional Ethics
2	Identify the role and process of the professional counselor advocating on behalf of the profession	2.F.1.d; SLO-1	<ul style="list-style-type: none"> Ethical Self-Reflection—Part 2 Essay Question 6 on Advocacy
3	Identify self-care strategies appropriate to the counselor role	2.F.1.1; SLO-1	<ul style="list-style-type: none"> Readings & Exam Ch 2: The Counselor as a Person and as a Professional Ethical Self-Reflection—Part 1
4	Recognize legislation and government policy relevant to clinical mental health counseling	5.C.2.i; SLO-1	<ul style="list-style-type: none"> Readings and Ch 6 Exam: Confidentiality, Ethical and Legal Issues
5	Recognize legal and ethical considerations specific to clinical mental health counseling	5.C.2.1; SLO-1	<ul style="list-style-type: none"> Readings and Ch 6 Exam: Confidentiality, Ethical and Legal Issues
6	Recognize record keeping, third party reimbursement, and other practice and management issues in professional counseling	5.C.2.m; SLO-1	<ul style="list-style-type: none"> Readings and Ch 5 Exam.
7	Identify strategies to advocate for persons with mental health issues	5.C.3.e; SLO-1	<ul style="list-style-type: none"> Readings and Ch 13 Exam: Ethical Issues in Community Work

Part 3: Grading Policy

Graded Course Activities and Letter Grade Assignment

As graduate students, you must manage your time to make the most of the student learning process and deliver your course assignments by the agreed-upon due dates. The issue of time management is, therefore, crucial to your successful completion of any assignments in this class. Course assignments are weighted accordingly. Complete details can be found on the Canvas site associated with this course to learn more about the assignments listed below. Grades will be based on a weighted scale determined by the following percentages:

<i>Assignment</i>	<i>Percentage of Course Grade</i>
Personal Disclosure Statement	10
Ethical Self-Reflection Paper #1	20
Ethical Self-Reflection Paper #2	20
Quizzes	15
Forums	15
MindTap Assignments	20
Total	100

<i>Letter Grade</i>	<i>Point Percentage</i>
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Late Work Policy: I do not accept late submissions for assignments, forums, or exams. Late work due to extreme emergency conditions will be considered individually with supporting documentation such as a doctor's note or obituary. You must contact the instructor promptly to determine if the work is acceptable and if you will be granted a late exception. It is the student's responsibility to check the CSC online grade book to determine whether the instructor has graded assignments.

Viewing Grades: *Grades can be found in the Canvas Grade book*—typically within **1-week** following the completion of an activity.

Part 4: Course & Institution Policies

Student Behavior

Academic Honesty: Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards of academic honesty. Violation of college, state, or federal standards concerning plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in the act of academic dishonesty.
4. Plagiarism – appropriating or imitating another author's language, ideas, and thoughts, representing them as one's original work. The following acts are examples of plagiarism:
 1. Submitting an assignment that someone else has written and claiming the work as one's own.
 2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
 3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note:

- “Someone else” in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an

assignment, they are encouraged to ask their professor or the reference librarian for assistance.

- Appropriation or imitating another author's language, ideas, and thoughts and representing them as one's original work is not tolerated. I will use Turn-it-In software to determine the originality of your work. The first instance of plagiarism will fail the assignment, while more than one instance will fail the course.
- View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website (<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Attendance/Participation Policy: The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. The students are responsible for notifying faculty of absences and arranging potential make-up. In online courses, students are expected to participate appropriately and frequently, as determined by the instructor. View the [Class Attendance and/or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website (<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

1. **Internet Access:** In the case of a conference, work trip, or family vacation, it is the student's responsibility to make arrangements for Internet access. Therefore, online attendance in the course is expected.
2. **On Handling Technical Issues:** Our online learning environment depends on technology -- like those taking a face-to-face class needing a car or some other means of transportation (or mobility) to get to class. Humans control technology, and we expect to be able to work through system glitches and failures quickly. Please see On Handling Technical Issues in CSC Online course resources. Don't hesitate to contact helpdesk@csc.edu or 308-432-6311 for assistance should you have any additional technical questions.
3. **Communication/Email Etiquette:** Don't hesitate to contact your instructor for all questions and concerns regarding this course. Though I typically respond quickly, please allow up to 24 hours for a reply. Note that I may be unable to respond to an email on the day or hours before an assignment is due or on weekends. Thus, please begin your assignments early. Always **remember when writing professionally to start with a salutation, provide course information, and a signature. It is essential that you address people with the proper title. When you address professors with an earned doctorate (Ph.D. or Ed.D.), please address them with their academic titles. All the Counseling Program professors at CSC should be addressed with the title Dr. or Professor rather than Ms, Miss, Mrs, or their first names.** Individual professors may not mind if you address them by their first name; however, never assume this to be the case. Should you not receive a response to your email, check to ensure that you have met all the above expectations, as I may not respond to emails resembling an informal text message. Finally, **check your official CSC Eagle email account often**, as all campus communications are sent to your Eagle mail.

4. **Confidentiality:** Like other courses in the Counseling Program, this course requires students to maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. If one violates confidentiality, the student's ability to continue the program will be in jeopardy.

Dispositional Standards: Please see the [CSC Counseling Website](#) and [Counseling Student Handbook](#) regarding dispositional standards. The standards address a student's affective attributes and disposition to be a counselor. A corresponding Professional Dispositional Standards Rubric provides further guidance. A student's ability to meet the Dispositional Standards is continually reviewed by and subject to, the academic judgment of campus faculty, staff, and administration.

Civility and Netiquette: Civil behavior enhances the learning environment and is always expected. The academic climate welcomes a difference of opinion, discourse, and debate within a civil environment. All class members are expected to follow rules of common courtesy in all communications (including email messages, discussions, and chats). You may find these guidelines helpful:

1. Label posts and emails with a relevant subject heading.
2. Use capital letters sparingly. THEY LOOK LIKE THEY ARE SHOUTING.
3. Forward emails only with a writer's permission.
4. Be considerate of others' feelings and use language carefully.
5. Cite all quotations, references, and sources.
6. Use humor carefully. It is hard to "read" tone; sometimes, humor can be misread as criticism or a personal attack. Feel free to use emoticons to let others know you are being humorous.
7. Use complete sentences and Standard English grammar to compose posts. Write in proper paragraphs—review work before submitting it.

Writing Style Requirements for All Papers:

1. The student must submit work in the format required by the class (MS Word, PDF) or another method (cut and paste, rich text format, etc.). Faculty cannot open Word Perfect or Pages.
2. When writing a thesis, cite all resources using APA Style in both the text of your paper and on a separate reference page (see the APA manual or the APA style guide at <http://owl.english.purdue.edu/owl/resource/560/01/>); include a cover page, reference page, page numbers, and headers; the paper should be double spaced with 1-inch margins; Use only readable fonts such as Verdana, Times New Roman, Arial, or Courier in 12 point only;
3. Proofread everything you write, checking for grammar and spelling (have someone else read your work).
4. See Criteria for Graduate Level Writing in CSC Online Course Resources.

5. Please note that written assignments for this course are evaluated according to the objective standards of Formal English usage. If the phrase “Formal English” is unfamiliar, please become familiar with it before submitting the first written assignment. Here are a few links to help you get started:

- <http://www.monash.edu.au/lls/llonline/writing/general/academic/3.xml>
- <http://www.collegexpress.com/articles-and-advice/grad-school/blog/tips-take-your-writing-graduate-level/>
- http://prezi.com/ldo1lwx-e_wk/graduate-level-writing-tips/

Equal Education Opportunity Policy/Nondiscrimination Policy

CSC is committed to an equal opportunity program to encourage admission and employment and to provide procedures that assure equal treatment of all students and employees. The College administers its academic and employment programs and related support services in a manner that does not discriminate based on gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College’s written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided. View the [Equal Employment and Education Opportunity Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website. (<https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Equal Access

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu.

Personal Emergency & Academic Attendance

If a personal emergency (such as hospitalization, accident, death of an immediate family member, or family crisis) requires an absence from courses and on-campus, students need to contact their instructors as soon as possible.

If the emergency should cause an extended absence (3 or more consecutive class days), you may contact the Dean of Student Affairs at studentaffairs@csc.edu for assistance. In the event of an extended absence, it may be possible for students to work with their instructors to complete coursework later.

If the extended absence is near the end of the current term, students are encouraged to talk with their instructors about the Incomplete process. This process is ideal for students who have completed a minimum of 75% of the coursework already. If the instructor agrees, the student

and the instructor will agree upon an appropriate timeline for the course to be completed. The instructor will file the appropriate paperwork to be approved by the Dean of Curriculum.

If a student's situation is such that they are no longer able to complete the course and an Incomplete is not a viable option, the student may be encouraged to withdraw from their course(s).

If a student's absence pertains to specific academic accommodations, students will be strongly encouraged to request assistance from Disability Services in the Library Learning Commons.

Student-athletes who are injured and need accommodations due to their injury/injuries are assessed by CSC Athletic Training staff with any required assistance from area medical professionals. The Athletic Training staff will communicate the accommodation needs to the Dean of Student Affairs, who will share this to all instructors and, if appropriate, the Disability Services office.

If a student must be away from campus for CSC-approved athletic, academic, or co-curricular events, they should inform each instructor in advance and will not be penalized. If a student must be away from campus due to circumstances outside their control, they should tell each of their instructors and contact the Dean of Student Affairs at 308.432.6231 for consideration of academic accommodation. In both instances, once notified, faculty, will make reasonable efforts to ensure that students have timely and equal access to instruction. Students who miss instructional time for elective reasons are subject to the faculty member's classroom policies for attendance and makeup work.

Additional Recommended Reading and References:

1. Yalom, Irvin. (1997). *Lying on the couch*
2. Herlihy, B., & Corey, G. (2006). *ACA Ethical Standards Casebook*
3. Herlihy, B., & Corey, G. (2006). *Boundary Issues in Counseling*.
4. Corey, G. (2010). *Creating Your Professional Path: Lessons From My Journey*
5. Corey, G., Haynes, R., Moulton, P., & Muratori, M. (2010). *Clinical Supervision in the Helping Professions*.
6. Ingersol, E. & Rak, C. (2016). *Psychopharmacology for mental health professionals an integrative approach (2nd. Ed.)*. Boston: Cengage.

CSC Mission and Master Academic Plan (MAP)

Mission Statement

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

MAP Priorities, 2019-2023

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

- ***People*** – Recruitment, Retention, Engagement, Completion Awareness, Commitment, Leadership
- ***Purpose*** – Student Learning and Growth Pedagogy, Support Services, Wellness

- **Place** – Community Engagement Social Infrastructure & Third Places, Generational Transitions, Building Bridges

Disclaimer

This syllabus and schedule are articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

Part 5: Course Schedule & Assignment Rubrics

Course Schedule

This syllabus and schedule are articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

Week	Dates	Chapters	Assignments
1	June 12-18	1	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 1 • Syllabus Quiz Due June 17
2	June 19-25	2 & 3	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 2
3	June 26-July 2	4 & 5	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 3 • Personal Disclosure Statement Due July 2
4	July 3-9	6	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 4
5	July 10-16	7 & 8	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 5 • Ethical Self-Reflection—Part 1 Due July 16
6	July 17-23	9 & 10	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 6
7	July 24-30	11 & 12	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • CSC Online Forum 7
8	July 31-August 4	13	<ul style="list-style-type: none"> • MindTap reading, practice exercises, exams • Ethical Self-Reflection—Part 2 Due August 2 • NOTE-the last day of class is Friday, August 4.

Assignment Instructions/Rubrics

Guidelines for Ethical Self-Reflection Paper:

Parts #1 and #2 should reflect understanding the readings and your precise position on the issues. Each of the ten essay questions (Part 1) and eight essay questions (Part 2) should be a minimum of 1 page, double-spaced, CAREFULLY PROOFREAD, give evidence of considerable thought/outside reading, and show the development of your positions in a coherent, logical, and organized way. **When completed, please upload it to the Assignments tab on the CSCOnline course page.** [ACA Code of Ethics - American Counseling Association](#) and [American School Counselor Association's Ethical Standards for School Counselors](#)

PART 1—Ethical Self-Reflection (Chapters 1-6)

This PAPER should reflect your understanding the readings and your precise position on the issues. It should be double-spaced, CAREFULLY PROOFREAD, give evidence of considerable thought/outside reading, and show the development of your positions coherently, logically, and organized.

PART 1—Ethical Self-Reflection (Chapters 1-6)

Consider yourself as a future counselor as you write your paper. Address your thoughts on informed consent, legal issues, malpractice, confidentiality, multiple relationships, etc., by addressing the following questions as individual essays. Begin each new essay on a separate page, number the question, and use the heading title at the top of your page, which is in bold print below. Each essay should be a minimum of 1 full page long.

- 1. Creating Your Professional Path:** Refer to Corey, Chapter 2. After completing this reading, reflect on how the presented ideas apply to you personally and professionally. What are some of the pieces that you could most identify with or that you found most meaningful? In an essay, *write about the essence of the professional path you want to create for yourself*. What are some of your main professional goals? What would you most want to say about your professional path after you have traveled on this journey for some time? Think of ways to be creative in organizing and presenting your journey piece.
- 2. Countertransference:** Identify **one form** of countertransference (CT) you might expect to experience and may struggle with and address how you would deal with this CT ethically and effectively.
- 3. Self-Care:** Caring for yourself is an ethical mandate, not a luxury. Write an essay on specific ways you can take care of yourself in all ways. How can you best cope with stress? How can you identify and deal with the early signs of burnout?
- 4. Dealing with a Value Conflict:** Identify **one specific value** you are likely to push or promote or an area where you expect to struggle because of a value conflict with a client or a given value system. Or -- identify one of your core values and show how this value could either enhance or inhibit the effectiveness of counseling. Demonstrate how you might proceed to lessen the chances that you would impose your values on this client. How might you resolve a value conflict and use a referral as a last option?
- 5. Ethics in Multicultural Practice:** Raise what you consider one of the MOST significant questions regarding the **ethical** aspects of multicultural practice – and then address your question.
- 6. Informed Consent:** After reading the material in the chapter on informed consent, write an essay describing how you would apply the informed consent process with your clients.

What aspects would you emphasize at the initial meeting? How would you address informed consent as an ongoing process with your clients?

7. **Malpractice:** Identify ways you will decrease the chances of getting involved in a malpractice suit. Focus on your attitudes and actions that are likely to prevent you from malpractice actions. What guidance do the various codes of ethics provide for you in lessening a malpractice action?
8. **Select either 8a. or 8b:**
 1. **a. Confidentiality:** After reviewing the readings on confidentiality and the principal ethics codes on confidentiality, **raise one specific question** that most interests you and address this question.
 2. **b. Duty to Warn and to Protect:** Assume you are counseling a client that you have severe concerns about **either** danger to self (suicidal person) **or** danger to other (violent person). Create a brief scenario and identify the salient legal, ethical, and clinical issues. Assuming that you would seek consultation, what would you ask the consultant? Discuss what you would do (giving your rationale) in your present scenario.
9. **Select a Case and Analyze:** Refer to *Corey, Chapters 1-6*. Select a case that involves some ethical dilemma that interests you. Put yourself in the case as a counselor and show **HOW** you would address the ethical, clinical, or legal issues by applying the 8-step ethical decision-making model in Chapter 1 to the case.
10. **Self-Evaluation:** How would you evaluate yourself as a learner in this class? What are your strengths? Areas needing work? How much are you investing of yourself? How do you assess your **CLASS PARTICIPATION**? **Give yourself a percentage grade** (not a letter grade) for class participation for the first part of the semester.

PART 2—Ethical Self-Reflection (Chapters 7-12)

1. **SELECT ONE of the following to write an essay on** a. (Picnic), b. (Friendship), c. (Bartering), d. (Gift Giving), or e. (Sexual Attraction).
 - a. **The Picnic:** Refer to *Boundary Crossings versus Boundary Violations, Corey, Chapter 7-Section 2c, pages 261-265*. The client (Lucia) would like to meet with the counselor (John) at a park down the street for their counseling sessions so she can get to know him better and feel closer to him. She could bring lunch for a picnic. John is concerned about creating an environment that would help Lucia the most, and she says, “That (meeting in the park) would help me.” Assume you are Lucia’s counselor, and she asks you to move her counseling sessions to the park. What are your thoughts? What would you tell her? What would you do, and why? [Alternative: You can also create a similar case about the counseling setting and address the ethical and clinical issues involved in this case].
 - b. **The Friendship:** Refer to *Social Relationships With Clients, Corey, Chapter 7-Section 7, pages 281-283*. Assume that one of your clients is terminating, and he or she lets you know he or she would like to begin a social relationship. What issues would you explore with your client? Explain how you’d proceed. Consider both the ethical and clinical issues involved.

- c. **Bartering:** Refer to *Bartering for Professional Services*, Corey, Chapter 7-Section 5, pages 272-277. Your client tells you that he or she will have to terminate counseling with you because of losing a job and the inability to pay for therapy. Your client suggests a bartering arrangement with you as a way to continue treatment. Demonstrate how you'd deal with this situation ethically and effectively. What specific issues would you want to address with this client? [Consider what the codes of ethics state about bartering].
 - d. **Gift Giving:** Refer to the *Giving or Receiving Gifts* section, Corey, Chapter 7-Section 6, pages 278-280. Create a BRIEF case where your client offers you a gift. What issues are you likely to explore with your client? What are your thoughts about accepting gifts from clients? [Consider what the codes of ethics state about gift giving].
 - e. **Sexual Attractions:** Refer to *Sexual Attractions in the Client-Therapist Relationship*, Corey, Chapter 7-Section 8, pages 283-286. Assume that one of your clients informs you that he/she finds you sexually attractive. Show how you'd deal with this situation. What issues would you explore? What if you also found this client attractive? And what if you did not find this person attractive? In your answer, address the ethical and clinical issues involved in the situation.
2. **Competence:** Refer to Corey, Chapter 8. What does it mean to you to be a competent professional? How will you assess your competence? How will you maintain your competence? [Review what the codes of ethics say about competence and incorporate this into your response].
 3. **Supervision:** Refer to Corey, Chapter 9. After reading and reflecting on supervision, write an essay on some of the main ethical issues, you would need to consider *if you were a clinical supervisor*. As an alternative, write about some ethical issue(s) you might face and how you would deal with the issue(s) *as a student*. You can address this essay from either the vantage point of you as a future clinical supervisor or a graduate student involved in being supervised.
 4. **Diagnosis:** Refer to Corey, Chapter 10. After reading about the arguments for and against diagnosis, write your position on diagnosis, as you would explain it to your clients. What would you most want to say to your clients about your views on diagnosis?
 5. **Ethics in Group Work:** Refer to Corey, Chapter 12. Think about yourself as a counselor in an agency setting. You are asked to design and conduct a group. Identify what you consider to be some of your most salient ethical concerns in forming and facilitating a particular kind of group.
 6. **Advocacy:** Refer to Corey, Chapters 4 & 13. Discuss some reasons social justice advocacy may be especially needed in rural communities. What are some practical and ethical issues that mental health professionals often encounter in this setting?
 7. **Critique of the movie GOOD WILL HUNTING:** [About 3-4 pages] Watch the movie *Goodwill Hunting*. You will need to draw up the readings addressing boundary issues and relevant chapters from the primary textbook in your paper, applying the ethical information learned in class. Use the ethical decision-making model to discuss and critically evaluate each ethical, moral or legal breach, including the information below:
 - a. Describe each potential moral, ethical, clinical, and legal issue;

- b. Discuss which ethics code or legal standard that may have been broken;
 - c. React to the therapist's decisions/behaviors concerning these legal/ethical issues;
 - d. Discuss why you think he did what he did as a therapist;
 - e. Include consequences of his decisions/behaviors on the therapy;
 - f. Discuss what you would have done the same and different and why (be honest and thorough);
 - g. Project what you think might have changed as a result of your behavior being different;
 - h. If you were the therapist's colleague (or supervisor), what points would you most want to address with him?
8. **Shifts in Your Thinking about Ethics:** (Retake the 40-item Self-Inventory: An Inventory of Your Attitudes and Beliefs about Professional and Ethical Issues – in Chap. 1 of your text). Write an essay that clearly describes the most critical shifts in your thinking about ethical practice (clarification of your views and beliefs, modifications in your review on a given issue, gaining new insights, or acquiring a new perspective). What have you **most learned** about yourself and/or about what constitutes becoming an ethical practitioner? How has your thinking about ethics changed? Do a brief evaluation of YOURSELF as a learner in this course. How invested were you this semester? To what degree did you challenge yourself? **Assess your PARTICIPATION** (write a self-evaluation and give yourself a **percentage grade** for class participation for the semester).

FURTHER SUGGESTIONS FOR YOUR SELF-REFLECTION PAPERS:

1. Show evidence that you have read the relevant material in the textbook and that you have read on each issue in question.
2. Develop your position and back it up with supporting evidence (through your observations, experiences, or key ideas in the readings). These are to be THOUGHT and REFLECTION PAPERS, not merely a summary of information!
3. Take a SPECIFIC position, show why, and develop your viewpoints with reasons for your statements. Be creative in your approach to this assignment. Show your personal style and reflect thoughts on given ethical and professional issues. DO NOT write in global, abstract, and impersonal ways. Avoid writing about counseling practice in general. Write about YOU as a future counselor and about concrete issues for which you have conviction.
4. Know that you are not graded on your viewpoints and thoughts as such. Instead, your grade is a function of your ability to concisely and fully express your ideas. I am looking for depth of thinking, originality, critical evaluation, the ability to apply key ideas and themes to practical situations, independent judgment, organization, and insights into issues. Let your papers demonstrate that you are reading and reflecting to produce a quality paper.

RUBRIC: ETHICAL SELF-REFLECTION

	Exceptional	Satisfactory	Developing	Unsatisfactory
Content	All expected content elements included and thoroughly explored beyond minimum page requirements	All expected content elements included meeting minimum expectations.	Missing expected content elements and/or insufficiently explored.	Two or more missing elements and/or insufficiently explored.
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core belief's and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core belief's and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/ Concepts	Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/ concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example.).
Reflection	Explains in detail a sequence of thought used when facing a task or problem. Provides a detailed analysis of how an awareness of his or her thinking has enhanced performance	Student is aware of his or her own thinking: provides description of how one might think through a task or problem. However, provides only a few ideas about how the new information could influence his or her performance.	Student is somewhat aware of his or her own thinking: provides a vague or incomplete description of how one might think through a task or problem.	Student has an emerging awareness of own thinking: provides confusing, little, or no report of the thinking one might use to solve a problem or complete a task; falters in his or her explanation of how the new information will influence practice.

Discussion Forum Rubric

- This course works well when everyone is involved in discussing the material. Your participation throughout the week in each of the forums is essential. Your grade will be based on how much you say and how well it contributes to the class's work, the total number of days you post in the forum, minimum word counts, and percent of total posts/replies read. Students are expected to offer comments, questions, and replies to the discussion questions posed for each week, as well as to classmate postings. The faculty's role is as an observer and facilitator. I will read and participate in the discussion as appropriate.
- I grade each of the discussion forums separately on a 3-point scale. Discussion postings that meet all criteria for a score level will receive the highest points possible at that level. Participation in discussion activities can only be accepted for a grade by the date on the discussion posting. For example, you may have met all word counts for 3 entries but entered them only on two different days. This will result in 2-points. To be clear, to earn total points each week, you must, at a minimum, participate:
 - Day 1-enter an original post that meets a minimum word count of 250 words,
 - Day 2-enter a reply that meets a minimum word count of 200 words,
 - Day 3-enter a reply that meets a minimum word count of 200 words,
 - Read a majority of classmates' entries.
- **3 Points—Have met ALL minimum expectations:** Students earning 3-points for discussion activities have participated three or more times on at least three separate days in the week's forum (with at least one post and two replies), met the minimum word count requirements (each post must be a minimum of 250 words, and each reply must be a minimum of 200 words), read a majority of your classmates' entries, and posted outstanding information.
 - Discussion postings:**
 - are made in time for others to read and respond
 - deliver information that is full of thought, insight, and analysis
 - make connections to previous or current content or to real-life situations
 - contain rich and fully developed new ideas, connections, or applications
 - provide outside resources supporting your ideas.
 - posted a minimum of 3 days over the week, meeting word counts.
 - meet the minimum word count requirements.
 - read a majority of classmates' entries.
- **2 Points—Have met 2, but not all, of the following expectations:**
 - are made in time for others to read and respond
 - To deliver information that shows that thought, insight, and analysis have taken place,
 - make connections to previous or current content or real-life situations. Still, the links are not transparent or are too obvious

- To contain new ideas, connections, or applications, but they may lack depth and/or detail.
- posted a minimum of 3 days over the week, meeting word counts.
- meet the minimum word count requirements.
- read a majority of classmates' entries.
- **1 point—Have met 1, but not all, of the following expectations:**
 - are made in time for others to read and respond
 - deliver information that shows that thought, insight, and analysis have taken place
 - make connections to previous or current content or real-life situations. Still, the links are not transparent or are too obvious.
 - To contain new ideas, connections, or applications, but they may lack depth and/or detail.
 - posted a minimum of 3 days over the week, meeting word counts.
 - meet the minimum word count requirements.
 - read a majority of classmates' entries.
- **Zero points—Below Expectations:** Students earning zero points for discussion activities have not participated or have posted information that was below expectations.