



Master of Arts in Counseling

Course Syllabus

Course Information

COUN507 - PROFESSIONAL IDENTITY, FUNCTION & ETHICS
Fall 2022
3 Semester Hours

Location/Date/Time

Discipleship Center
Wednesday 12:30-3:30 pm

INSTRUCTOR'S INFORMATION:

Michael Horst, PhD, NCC

Email: michael.horst@emu.edu
Office Phone: (540) 432-4244
Office Hours: by appointment

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 also explore development of their own personal counselor identity formation. Within this course students will be introduced to the counseling profession and given the 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 GOALS AND OBJECTIVES:

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 identify the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (*CACREP 2016* Section 2. F. 1. b., d., m.; Section 5. C. 2 .a.)
- d. have an understanding of the history and philosophy of the counseling profession (*CACREP 2016* Section 2. F. 1. a.; Section 5. C. 1. a.)
- e. be able to identify major mental health **professional organizations** related to the practice of professional counseling, their branches, functions, history, and membership policies (*CACREP 2016* Section 2. F. 1. f.; Section 5. C. 2. k.)
- f. understand advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (*CACREP 2016* Section 2. F. 1. e, F. 2. d.; Section 5. C. 2. J. & C.3.e.)
- 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 2016* Section 2. F.1. g.; Section 5. C. 2. k.).
- h. identify practical ways to advocate for the profession (*CACREP 2016* Section 2. F.1.d.)
- i. 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. (*CACREP 2016* Section 2. F. 1. k., l.)

- j. review legislation and government policy relevant to clinical mental health counseling (*CACREP 2016 Section 5 C. 2. i.*)
- k. become aware of the function of record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (*CACREP 2016 Section 5 C. 2. m.*)

TEACHING APPROACH:

In the humanistic tradition, inspired by Carl Rogers' 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, worldview, reflections, and knowledge are valuable assets for understanding the course content. A variety of perspectives and opinions will be strongly encouraged.

SYLLABUS DISCLAIMER:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

REQUIRED TEXTS AND OTHER RESOURCES:

- **Required Reading:**

Gerig, M. (2018). *Foundations for clinical mental health counseling: An introduction to the Profession* (3rd ed.). Pearson.

Echterling, L. G., Presbury, J., Cowan, E., Staton, A. R., Sturm, D. C., Kielty, M., McKee, J. E., Stewart, A. L., Evans, W. F. (2016). *Thriving!: A manual for students in the helping professions*. Sage.

- **Recommended Reading:**

Kottler, J. (2010). *On being a therapist*. Jossey Bass.

Welfel, E. R. (2012). *Ethics in counseling and psychotherapy: Standards, research, and emerging issues* (4th ed.). Brooks/Cole.

Yalom, I. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. HarperCollins.

Pipher, M. (2003). *Letters to a young therapist*. Basic Books.

GRADING CRITERIA AND OTHER POLICIES:

The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. Students should be aware that graduate university policy allows two C grades before being dismissed from the program.

ASSIGNMENT LIST

1. Participation
2. Library Orientation with Jennifer Ulrich
3. Intercultural Development Inventory
4. The Counselor Within Collage with 1-2 pg. reflection paper
5. Interview of Counseling Professional with 5-7 pg. reflection paper
6. **Competency for portfolio** –*Ethics Issue Literature Review*; 12-15 pgs. & Presentation

EXPLANATION OF COURSE REQUIREMENTS

- 1. Participation.** Your full participation is requested. Role-plays and discussion (in person and on Moodle, when indicated) 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. 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 to 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. 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. This personal exploration and process is an essential component of your education and your personal growth, and it holds the potential for others to also grow as professionals and as human beings. Let's build a learning community together.
- 2. Library Orientation.** Students will be expected to meet as a class with Jennifer Ulrich, Librarian at Hartzler Library, who will offer an orientation and guidance with research and library resources.
- 3. Intercultural Development Inventory (IDI).** Students will take the IDI and engage in a class session training on the IDI with Dr. C. to better understand their scores. The IDI will be administered again in COUN 610: Advanced Multicultural.
- 4. The Counselor Within Reflection and Collage.** (*Adapted from Dr. Teresa Haase, past MAC faculty*) See questions below. Create a collage depicting your thoughts and reflections using images, pictures, drawings, symbols, etc. Write a brief (1-2 page) reflection to accompany your collage (see description below). You will be invited to share both your written and your creative reflections.

This 1–2-page statement (informal writing, APA not required) should outline your inner motivations for choosing the counseling field and your professional goals. **Consider** questions such as the following 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 successful as a counselor look like?
10. In your opinion, how is counseling effective?

5. Interview of Counseling Professional (See Appendix 1)

Students will interview a mental health professional (**LPC or Resident in Counseling required, please do not interview your own counselor or a faculty member in the MAC department**) about the role of professional counselors and clinical, practical, and ethical issues within the field. (*See interview protocol and writing instructions below*).

You are to write a reaction paper to your interview with a LPC or Resident in Counseling, 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 your emerging role as a counselor. This paper is not a summary of the interview but your reaction to it. This is a space to voice your “inner dialogue” of the interview. You may discuss the interview but mostly in context of your reaction to the interviewee’s responses. 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? Papers should be 5-7 pages in length (double spaced, 12-point font).

Please obtain informed consent (Appendix 1) from 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.

Interview Protocol and Writing Instructions

Protocol: Use these questions as a *guide* – feel free not to ask some of these questions or to ask your own questions as well.

- 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?

6. Ethics Issue/Case Review & Presentation – 12-15 pages, formatted in APA v.7.

Students will submit and present to the class a literature review that explores an ethical issue in the counseling profession. We will brainstorm topics in class, and students are encouraged confer with the instructor about topics of interest. This paper should:

- be written in APA v.7 format,
- integrate 5 or more codes from the 2014 ACA Code of Ethics,
- cite eight or more scholarly sources,
- be structured around a clear thesis statement,
- and be free of grammatical and spelling errors.

Papers will be presented during class. In order to facilitate deeper conversations on presented topics, presentations will be offered in a round-robin style at small tables. Presentations will be 20-25 minutes in length.

Writing Guidelines:

EMU has adopted a set of writing guidelines for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions.

Academic Integrity Policy (AIP):

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). This course will apply EMU's AIP to any events of academic dishonesty. If you have doubts about what is appropriate, Indiana University's Plagiarism Tutorials and Tests may be a useful resource.

Moodle:

Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Technology Requirements and Communication (if joining a class by zoom):

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester

Graduate & Professional Studies Writing Center:

Please utilize the writing program! They offer free individual tutoring from a graduate student tutor. Please visit the website to schedule an appointment.

Institutional Review Board (IRB):

All research conducted by or on EMU faculty, staff, or students must be reviewed by the Institutional Review Board to assure participant safety.

Library

The Hartzler Library offers research support (via email, chat, phone, or SSC campus). The library home page offers subject guides to help start your research.

Office of Academic Access:

If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the Office of Academic Access in the Academic Success Center on the third floor of the Hartzler Library. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

Course Extensions and Outstanding Grades:

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 4 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I" (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum

of 6 months after the deadline for the course work. PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.

Inclusive, Community-Creating Language Policy:

Eastern Mennonite University expects its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials.

Classroom Climate:

The free discourse of ideas should be expected in this class. The classroom is a space that thrives on the open exchange of ideas, thoughts, emotions, and convictions. You may find that some of the class readings and/or discussions challenge your views and theoretical frameworks. As your instructor, I expect you to be open to differences and maintain a willingness to analyze issues from frameworks that may or may not be quite feel comfortable for you. I have opinions, which I may express from time to time. I invite you to respectfully express either agreement or disagreement without fear of consequences. While we in this class may challenge your views, be assured that you will experience no adverse consequences for disagreeing with me as your instructor. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

Similarly, please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My sincere goal is to create a safe space in which everyone feels that they can participate in scholarly dialogue that values thinking, study, and professionalism. (Adapted from Margaret Sallee and Kathryn Roulston)

Title IX:

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior to your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she/they can but is required to bring it to the attention of the institution's Title IX Coordinator.

If you would like to talk to this office directly, Andrea Herrera Katahira, Title IX Coordinator, can be reached at 540-432-4849 or titleixcoordinator@emu.edu. Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

Academic Program Policies:

For EMU graduate program policies, please see the complete graduate catalog.

Writing Standards –Graduate Level

https://emu.edu/writing-program/docs/Graduate_rubric.ProvostCouncil.Feb22.2017.pdf

Online Learning:

The learning process requires presence and participation. This applies to classes taught online as well as in-person. To participate fully in online classes, students are expected to be engaged via Zoom during all normally scheduled class times, with camera turned on and microphone and keyboard available for class engagement when appropriate. Students should do the best they can, given their particular situation, to create an environment that will foster learning. Students should not be working or driving during scheduled class times. If students are not actively engaged in class discussions or responding to a professor's question, the professor may inform students that they have been marked absent for the class period, regardless of whether they were "logged into" the class. As with in-person classes, students are invited to be fully present in the online environment.

Students who need to keep their cameras off during class should consult with their professor or Zach Yoder, Assistant Provost (zachary.yoder@emu.edu, 540.432.4159).

SAMPLE

Core 1: Professional Counseling Orientation and Ethics
PIFE: Ethics Issue Literature Review

An overall score above 4 indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio.

Category	Criterion	1 (Needs Work)	2 (Meets minimum expectations)	3 (Demonstrates emerging competence)	4 (Demonstrates competence)	5 (Illustrates Mastery)
1) Content	<ul style="list-style-type: none"> ACA Code Integration 	No codes evident	Fewer than three codes	Three codes integrated	Four codes integrated	Five or more codes integrated
	<ul style="list-style-type: none"> Integrate support from the literature into the topic 	No support from the literature	Fewer than five sources cited and referenced	Five sources cited and referenced	Six sources cited and referenced, not including web-based articles	Eight or more sources cited and referenced
	<ul style="list-style-type: none"> Clear thesis statement 	No thesis statement in evidence	Attempt at thesis statement	Clear thesis statement	Thesis statement reflects original thinking	Thesis statement shows insight and original thinking
2) Synthesis	<ul style="list-style-type: none"> Makes clear connections across relevant topics 	Relationship between ideas is not clearly articulated	While several ideas are connected, other ideas are not well integrated	Ideas and their connections are made clear	Implications of the ideas discussed are made clear	Ideas, their implications and relationship are clearly articulated
3) Rhetoric	<ul style="list-style-type: none"> Written with a coherent, clear structure that supported the review 	Poorly conceptualized, haphazard	Structure and grammatical errors jeopardize the ideas presented	Some coherent structure; few grammatical errors or spelling flaws	Strong structural outline, free of grammatical errors or spelling flaws	Well developed, coherent and free of grammatical errors or spelling flaws
	<ul style="list-style-type: none"> Followed APA v. 7 	Does not follow APA for citation management, paper style, etc. Makes many errors.	Conveys a hint of knowledge regarding APA format, makes several errors in documentation style	Makes a valiant attempt to follow APA for citation management, paper style, etc.	Cites sources for all quotations and usually cites, makes minimal errors in APA format and style	Makes virtually no errors in APA documentation.

Student name: _____
 Faculty Reviewer: _____
 Date: _____
 Total Grade: _____ /5

Course Schedule

Date	Subject	Reading/Assignments Due
8/31	Setting out on the journey: A roadmap Overview of Course & Counselor Education Ambiguity, Boundaries, and Containing	
9/7	History of the Profession Professional Identity and Function (CACREP 2016 Section 2. k., l.) Library Orientation – Jennifer Ulrich, Librarian (2:30 – 3:30 pm)	Gerig: Chapters 1, 2 <i>Thriving: Chs. 1 & 6</i>
9/14	Ethical Decision Making Applied Ethical Decision-Making Models ACA codes (CACREP 2016 Section 2. F. i.; Section 5. C. 2. l.) 2:00 pm Dr. C. interview with Dan Seigel	<i>2014 ACA Code of Ethics</i> Welfel Decision Making Model
9/21	<i>Guest Speaker</i> – Jeff Lown, LPC Professional Organizations and Advocacy	<i>Assigned materials on Moodle</i>
9/28	The Counselor Within <i>Guest Speaker</i> – Sabrina Burress, CVCA immediate past president	DUE: Counselor Within Collage <i>Thriving: Chs. 2 & 3</i>
10/5	Current issues, mental health legislation & advocacy Professional organizations (CACREP Section 2. F. 1. a, k.; Section 5. C. 1. a, k.; C. 2. i.)	Gerig: Chapters 7, 8 & 13 Birrell Article <i>Thriving: Ch. 7</i>
10/12	Informed Consent, Session Notes, Confidentiality (CACREP 2016 Section 2. F. 1. b., d., m.; Section 5. C. 2. a. c., m.) Credentialing and Licensure (CACREP 2016 Section 2. F.1. g.; Section 5. C. 2. k.) Virtue Ethics & Personal Ethics (CACREP 2016 Section 2. F. i.; Section 5. C. 2. l.)	Gerig: Chapters 5&6 ACA, VCA, AMHCA, NAMI, AACC, NCCA websites; Appendix A
10/19	Applying Ethics Movie Option: <i>Goodwill Hunting, It's Kind of a Funny Story, The Fisher King, Antwone Fisher, Ordinary People</i> , others?	Post on discussion board on Moodle <i>Thriving: Chs. 8 & 9</i>
10/26	Alumni Day! (CACREP 2016 Section 2. F. 1. b., d., m.; Section 5. C. 2. a.)	Gerig: 3 & 4 <i>Thriving: Chs. 4 & 5</i>
11/02	Multicultural considerations (CACREP 2016 Section 2. F. 1. e, F. 2. d.; Section 5. C. 2. J. & C.3.e.) Spirituality & the Humanities	Gerig: 10; (OnBeing; pick 2) DUE: Interview with a Professional Counselor
11/09	Record-keeping, third party payments, clinical management, QMHP Literature Review Workshop (CACREP 2016 Section 5 C. 2. m.)	Gerig: 11&12 <i>Thriving: Chs 10 & 11</i>
11/16	IDI with Dr. C.	DUE: IDI
11/23	THANKSGIVING BREAK – No Class	
11/30	Presentation of Ethics Papers	
12/07	Presentation of Ethics Papers	DUE: Ethics Issue Literature Review

12/14	Presentation of Ethics Papers Informal Summative Review and Closing	
-------	------------------------------------------------------------------------	--

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

APPENDIX 1

Contract with Professional
Informed consent for interview participation

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/their 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 setting and how you interact with the populations you serve.

In addition, this interview will be summarized into a written report. 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: _____