



Master of Arts in Counseling

Course Syllabus

Course Information

COUN507 - PROFESSIONAL IDENTITY, FUNCTION & ETHICS
Fall 2024
3 Semester Hours

Location/Date/Time

DC101
Wednesday 12:30-3:30 pm

INSTRUCTOR'S INFORMATION:

Michael Horst, PhD, NCC

Email: michael.horst@emu.edu

Office Phone: (540) 432-4244

Student Hours: By appointment.

Greet: A 5-10 minute "pop-in" whenever my office door is open to say "hi" and connect

Meet: A 15-30 minute scheduled meeting for advising or to discuss an issue

Work: A longer scheduled meeting to engage in parallel or collaborative work time

(adapted from Hogan & Sathy, 2022, *Inclusive teaching: Strategies for promoting equity in the college classroom*)

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:

See Appendix 2 for a compressive list of 2024 CACREP standards covered in COUN 507.

Successful students in COUN 507: Professional Identity, Function, and Ethics will:

1. be able to identify the multiple **professional roles and functions** of **counselors** across specialty areas and within an **interprofessional** continuum of care, and articulate **effective advocacy methods** on behalf of **clients** and the **profession** (CACREP 2024 3.A.2.,3.,4.,5.,12.; 5.C.2.,8.);
2. have an understanding of the history and development of the **counseling profession**, professional **counseling organizations**, including their branches, functions, history, and membership policies and benefits, and **professional credentialing and licensure** in the Virginia and/or the jurisdiction where they intend to practice, and the current counseling **labor market** (CACREP 2024 3.A.1.,6.,7.,8., 9.; 3.B.10);
3. engage **deep inner-work**, which includes self-exploration, self-care, self-awareness, and self-evaluation, in order to develop an ethical and evidence based **personal model of counseling** (3.A.11.; 3.E.21);
4. articulate and embody the crucial importance of **ethical counseling practice** through the **ACA 2014 Code of Ethics**, **ethical decision-making models**, and the interface of **legal considerations** with professional counseling practice (3.A.10.; 3.E.6.; 5.C.3);

5. aware of the function of **record keeping, third party reimbursement**, and other practice and **management issues** in clinical mental health counseling (*CACREP 2024* 3.E.16; 5.C.9.);
6. become **emerging counseling researchers** by demonstrating introductory graduate-level research literacy and proficiency writing and presenting student and professional papers using the **American Psychological Association Style Manual (7th ed.)**, with an emphasis on the importance professional counseling research, research modalities, data literacy, evaluation of clinical outcomes and program functioning, and strategies to use culturally sustaining and developmentally relevant counseling research and program evaluation to inform decision-making and advocacy (*CACREP 2024* 3.H.1.,2.,3.,4.,5.,6.,7.,8.,9.,10.,11.).

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.

REQUIRED TEXTS AND OTHER RESOURCES:

- **Required Reading:**

Butler, S.K., Flores Locke, A., & Filmore, J.M. (Eds.). (2022). *Introduction to 21st century counseling: A multicultural and social justice approach*. Cengage.

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:**

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. Mastery Competency Portfolio, Setting of Intention paper (1-page), Professional Organization Membership, and CV/Resume, **include in Mastery Competency Portfolio**
4. Intercultural Development Inventory with a 2-3 pg. reflection paper, **include in Mastery Competency Portfolio (3.B)**
5. The Counselor Within Collage with a 4-5 pg. integration paper, **include in Mastery Competency Portfolio (3.D)**
6. Interview of Counseling Professional with 6-8 pg. reflection paper (Appendix 1)

7. Professional Development/Advocacy Hours - 8 hours, (Appendix 3), **include in Mastery Competency Portfolio**
8. *Ethics Issue Literature Review*; 12-15 pgs. & Presentation, See rubric (Appendix 5), **include in Mastery Competency Portfolio (3.A)**

Assignment	Points
Participation	5
Library Orientation	5
MCP intention paper, CV, Prof. Org. Membership, & Resume	10
IDI Reflection Paper	10
Counselor Within Collage and Integration Paper	20
Interview with a Counseling Professional & Integration Paper	10
Professional Development/Advocacy Hours Log	10
Ethics Issue Literature Review	30
Total	100

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.H.2.)
3. **Mastery Competency Portfolio:** This class is the beginning of your counselor training journey. Throughout this journey, you will maintain a Mastery Competency Portfolio, which will house all **competency assignments** (noted in syllabi when applicable), and artifacts of your journey that you would like to include. In order to receive full credit for this portion of the course requirements, you will need to create a thoughtful and professional portfolio that highlights your graduate learning experience. By the end of your training in the EMU MAC program, your portfolio should include, at a minimum, your resume, a statement of intention, your graduate coursework (**competency assignments**), professional development (such as conferences you have attended and professional association memberships), service, honors or awards, and a personal statement. For this course (COUN 507: Professional Identity, Function,

and Ethics), you will just begin your Mastery Competency Portfolio and will including a **Foundational Counseling Career Packet (3.D., KPI 4)**: your resume/CV (you will have the opportunity to revise and hone this document throughout the program, and especially during COUN 637: Career Development), a statement of intention, and all competency assignments by the end of the fall semester.

- *Statement of Intention (3.D, KPI 4)*: Please write a 1-page, double spaced paper that highlights:
 - The ways you hope to **intentionally grow** in this program.
 - The emerging **goals** you're setting for yourself as a counselor-in-training (what do you hope to learn, how do you hope to use this degree in your career, what strengths have you brought and what growing areas can you identify).
- *CV/Resume (3.D., KPI 4)*: Please include your current CV/resume in your MCP. You will have the opportunity to update your CV/Resume when you apply for Practicum, Internship, and in COUN 637: Career Development.

4. **(Competency Assignment, 3.B., KPI 2) Intercultural Development Inventory (IDI).** (3.H.) 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. Students will write a 2-3 page (APA v.7) reflection paper exploring their IDI results and how they plan to utilize those results for personal and professional development throughout the counselor training. Please keep this reflection and your scores in your **Mastery Competency Portfolio**.
5. **(Competency Assignment 3.D., KPI 4) The Counselor Within Reflection and Collage.** (3.A.11.; 3.E.21); (*Adapted from Dr. Teresa Haase, past MAC faculty member and program director*) See questions below. Create a collage depicting your thoughts and reflections using images, pictures, drawings, symbols, etc. Write a reflection (4-5 pages, APA student style) to accompany your collage (see description below). You will be invited to share both your written and your creative reflections.

This 4-6 page statement 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?

6. Interview of Counseling Professional (See Appendix 1) (3.A.6; 3.C.8)

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 6-8 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 this professional to choose a career in the mental health field?
- d. What theory(ies) guide(s) the mental health professional's practice?
- e. What is this person's personal theory of how clients change?
- f. What therapeutic techniques/counseling skills does this person use with clients?
- g. In what ways does the mental health professional utilize multicultural counseling competencies in therapeutic work?
- h. How does the mental health professional describe the role of a professional counselor?
- i. How does the mental health professional engage advocacy in the counseling profession?
- j. What does this person see as current issues that the profession is facing?
- k. What does this person like most (and least) about therapeutic work?
- l. How did this person's training best and least prepare them for the realities of being a mental health professional?
- m. What advice would this person offer you as a beginning counselor-in-training?

7. (Mastery Competency Assignment, 3.D., KPI 4) Professional Development/Advocacy Hours - 8 hours required (Appendix 3)

Students are required to attend 8 hours of professional development opportunities, such as workshops, conferences or trainings, in addition to joining a professional organization. Students may join as many organizations as desired, but joining at least the American Counseling Association (ACA) and Virginia Counseling Association (VCA) and Central Valley Counselors Association (CVCA) is recommended. Opportunities will be discussed in class. Fill out the Verification of Professional Organization form (Appendix 4) and return it to the administrative assistant or COUN 507 instructor.

8. (Mastery Competency Assignment, 3.A., KPI 1) 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 to confer with the instructor about topics of interest. This paper should:

- APA v.7 format,
- integrate 5 or more codes from the 2014 ACA Code of Ethics,
- cite eight or more scholarly sources,
- Integrate your professional counselor identity into the topic and ACA Code of Ethics,
- 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.

ACADEMIC PROGRAM POLICIES: For EMU graduate program policies, please see the complete [graduate catalog](#).

The Graduate and Seminary [Student Handbook](#) contains policies, information, and resources. This section of the syllabus highlights several key items.

CLASSROOM CULTURE & RELATED POLICIES

EMU's [Life Together](#) statement describes the sort of learning community that we aspire to be. Learning thrives where there is free and open exchange of ideas, thoughts, emotions, and convictions. Open discourse requires trust and safety. While I anticipate that you may find that some aspects of the class challenge your views and theoretical frameworks, I invite you to respectfully express either agreement or disagreement without fear of consequences. 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.

I hope we can welcome differences and demonstrate a willingness to analyze issues from frameworks that may or may not feel comfortable. I have opinions, which I may express from time to time. 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 goal is to create a brave space in which everyone learns to participate in scholarly dialogue that values listening, thinking, feeling, study, and professionalism. (*Adapted from Margaret Sallee and Kathryn Roulston*)

1. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We welcome differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
2. We will trust that people are always doing the best they can.
3. Challenge the idea and not the person. We debate ideas, not the individual sharing this idea or practice.
4. Each of us will strive to speak our discomfort. When something is bothering you, please practice sharing this with the group. Often our emotional reactions offer valuable learning opportunities.
5. Step Up, Step Back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
6. Stay engaged. When overwhelmed or stressed, it can be tempting to slip away from the class or group while meeting. Let us honor one another with focused connection. When we catch ourselves disengaging, let us gently refocus on the tasks at hand.

INCLUSIVE, COMMUNITY-CREATING LANGUAGE POLICY

EMU is committed to creating and maintaining an inclusive, safe, supportive educational environment that fosters respect for others and is free from intolerance directed toward individuals or groups. As such, EMU expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, religious identity, gender, disabilities, age, and sexual orientation. We will strive to use respectful and welcoming language in our classrooms.

As an inclusive community, we strive to sustain safety and belonging for students of all gender and sexual identities expressed in the [LGBTQIA+ Student Support Policy](#).

BIAS RESPONSE

Bias incidents are harmful to the EMU community and/or individuals within the EMU community. Bias can be intentional or unintentional and may be directed toward an individual or group. A bias incident may take the form of a verbal interaction, cyber-interaction, physical interaction, or interaction with property. Bias reporting is a resource for anyone who needs to communicate an incident or explore a better understanding around issues of discrimination and learning how to effectively respond. All members of the university community are encouraged to [report](#) incidents of bias.

ATTENDANCE POLICY & LEARNING ENGAGEMENT

Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. If a student misses 2 class periods, they are expected to write a 1-page reflection paper on the content missed (drawing from class readings, resources on

Moodle, and conversations with classmates). A third missed class may result in failing the course. The student is responsible for the material presented in classes missed. Students should be aware of the importance of regular class attendance, particularly in the case of classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

RELIGIOUS HOLIDAYS

EMU respects the diversity of religious holidays and wishes to provide reasonable accommodations for students who may be unable to fully participate in class, lab, exams, or other assignments due to observation of a significant religious holiday. Students should provide adequate notice (a week in advance) to the faculty of such requests.

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 3 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.*

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.

GRADUATE & PROFESSIONAL STUDIES WRITING CENTER

Please utilize the [writing program](#)! They offer free individual tutoring from a [graduate writing](#) coach. Please visit the website to schedule an appointment.

ACADEMIC ACCOUNTABILITY & INTEGRITY

In accordance with EMU mission, vision, and life together statements, we expect academic integrity of all members of the community. Responses to violations of academic integrity will be handled according to the [Academic Accountability Policy and Procedures](#). EMU fosters a culture where faculty, staff, and students respect themselves and others. 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, integrity, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. At EMU, a transparent account for academic work involves producing and submitting one's own work in papers, essays, projects, quizzes and tests; correctly and consistently acknowledging sources used; factually representing research results, one's credentials, and facts or opinions; and appropriately documenting use of technology.

Academic Honesty

When grading your work, I will interpret the originality report and will follow the [Academic Accountability Policy and Procedures](#) as appropriate.

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

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

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.

DISABILITY RESOURCES

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through the Office of Academic Access. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under federal law, the Americans with Disabilities Act, and the 2008 ADA Amendments Act.

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](#) on the third floor of the Hartzler library. This office will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. To request services, use the [online request form](#) or call the coordinator of the Office of Academic Access at (540) 432-4638.

TITLE IX

EMU is committed to establishing and maintaining a community rich in equality and free from all forms of discrimination and harassment. Sex-based harassment, discrimination on the basis of sex, relationship violence, and all other forms of sexual misconduct are prohibited at EMU. The University will take prompt and equitable action to eliminate such behavior and prevent its recurrence. It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination, they will keep the information as private as possible. However, they are required to bring it to the attention of the institution's Title IX Coordinator. *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 to incidents that happened **prior to your enrollment at EMU.***

If you would like to talk to the Title IX staff, please contact Venissa White, Campus Response Coordinator or Title IX Coordinator Sarah Olejniczak directly, she can be reached at titleixcoordinator@emu.edu. You can also report incidents or complaints through the [online portal](#). You may confidentially report incidents of sexual violence if you speak to Counseling Services counselors, University Chaplain and Seminary Campus Pastor, or 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.

Course Schedule

Date	Subject	Reading/Assignments Due
8/28	Setting out on the journey: A roadmap Overview of Course & Counselor Education Ambiguity, Boundaries, and Containing	N/A
9/4	Research literacy and academic writing (APA, v.7) Library Orientation – Jennifer Ulrich, Librarian (2:30 – 3:30 pm)	DUE: IDI (See email from Sarah) Butler: Chapters 1 & 15 <i>Thriving</i> : Chs. 1 & 6 The Voice of Counseling Podcast : “Imposter Syndrome in Graduate Students and New Counselors” (posted Aug. 17, 2023) (3.B.10; 5.C.8)
9/11	History of the Profession Professional Identity and Function Professional Organizations and Advocacy Licensure, credentialing, relevant legislation and policy <i>Guest Speaker</i> - Jeff Lown, LPC, Immediate past VCA Advocacy Chair	Butler: Chapters 2 & 17 <i>2014 ACA Code of Ethics</i> Welfel Decision Making Model (3.A.1,2,5,7-8, 10, 12; 3.E.6; 5.C.3)
9/18	IDI with Dr. C.	None
9/25	The Counselor Within and Effective Counseling Relationships <i>Guest Speaker</i> – Sabrina Burress, LPC, NCC, CVCA past president, Founder and Executive Director, ARROW Project	DUE: Counselor Within Collage <i>Thriving</i> : Chs. 2, 3, & 5 Butler: Chapter 12 (3.A.11.)
10/2	Professional Counselor Identity Formation Professional Organizations ACA Code of Ethics Ethical Decision Making Applied Ethical Decision-Making Model	Butler: Chapters 3& 4 <i>Thriving</i> : Ch. 7, 8, & 9 ACA, VCA, AMHCA, NAMI, AACC, NCCA websites; Appendix 4 (3.A.6., 10.; 3.B.10; 5.C.2)
10/09	Alumni Day!	DUE: IDI reflection paper (2-3 pgs.) Butler: Chapter 8 (3.A.12; 5.C.9)
10/16	Fall Break	None
10/23	Informed Consent, Session Notes, Confidentiality, ROI Record-keeping, third party payments, clinical management Counseling Relationships Wellness & Counseling	Resources on Moodle Butler: Chapter 6 & 14 <i>Thriving</i> : Chs. 4 & 5 (3.A.11; 5.C.2., 3., 9.)
10/30	Further multicultural considerations, spirituality & religion, and the humanities	DUE: Interview with a Professional Counselor Butler: Chapters 7 & 9 OnBeing ; pick 2 (3.B.10)
11/06	Further elements of professional counseling: Career, Crisis, testing & assessment, and telehealth	Butler: Chapters 10, 11, 13, & 16 <i>Thriving</i> : Chs 10 & 11 (3.A.2; 3.D.1)
11/13	Literature Review Workshop	DUE: Ethics Issue Literature Review Draft
11/20	Presentation of Ethics Papers	None
11/27	THANKSGIVING BREAK – No Class	None
12/04	Presentation of Ethics Papers	DUE: Ethics Issue Literature Review
12/11	Presentation of Ethics Papers Informal Summative Review and Closing	None

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 COUN: 507: Professional Identity, Functions, and Ethics, in which I am enrolled, I am required to interview a professional counselor. 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: _____

APPENDIX 2

2024 CACREP Standards Addressed in COUN 507: Professional Identity, Function, and Ethics

- 3.A.1. history and philosophy of the counseling profession and its specialized practice areas
- 3.A.2. the multiple professional roles and functions of counselors across specialized practice areas
- 3.A.3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management
- 3.A.4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
- 3.A.5. the role and process of the professional counselor advocating on behalf of the profession
- 3.A.6. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- 3.A.7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas
- 3.A.8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas
- 3.A.9. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession
- 3.A.10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas
- 3.A.11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
- 3.A.12. the purpose of and roles within counseling supervision in the profession
- 3.B.10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities
- 3.E.6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
- 3.E.16. record-keeping and documentation skills
- 3.E.21. processes for developing a personal model of counseling grounded in theory and research
- 3.H.1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
- 3.H.2. identification and evaluation of the evidence base for counseling theories, interventions, and practices
- 3.H.3. qualitative, quantitative, and mixed methods research designs
- 3.H.4. practice-based and action research methods
- 3.H.5. statistical tests used in conducting research and program evaluation
- 3.H.6. analysis and use of data in research
- 3.H.7. use of research methods and procedures to evaluate counseling interventions
- 3.H.8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy
- 3.H.9. culturally sustaining and developmentally relevant outcome measures for counseling services
- 3.H.10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation
- 3.H.11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation
- 5.C.2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
- 5.C.3. legislation, government policy, and regulatory processes relevant to clinical mental health counseling
- 5.C.8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions
- 5.C.9. third-party reimbursement and other practice and management issues in clinical mental health counseling

Eastern Mennonite University Master of Arts in Counseling Professional Development Form

Date: _____ Student: _____

Event: _____ Hours Attended: _____

Event: _____ Hours Attended: _____

Event: _____ Hours Attended: _____

Event: _____ Hours Attended: _____

Summary of Events: _____

***A total of 8 professional development hours must be completed.**

Master of Arts in Counseling
Professional Organization
Membership and Insurance Liability
Verification Form

I, _____ understand that it is a requirement, as outlined in the Student Handbook, for me to join a professional organization during my graduate studies. I understand that I will need to acquire liability insurance prior to beginning practicum, and that some professional organizations, such as the American Counseling Association, provide student liability insurance as a membership benefit.

Name of Organization(s): _____

Membership Effective Date(s): _____

Student Signature

Date

3.A., KPI 1: Professional Counseling Orientation and Ethical Practice 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	ACA Code Integration	No codes evident	Fewer than three codes	Three codes integrated	Four codes integrated	Five or more codes integrated
	Integration of relevant scholarly literature	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
	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
	Professional Counselor Identity	No connection to professional counselor identity	Minimally describes professional counselor identity in relation to the topic and ACA Code of Ethics	Describes an emerging professional counselor identity in relation to the topic and ACA Code of Ethics	Describes professional counselor identity in relation to the topic and ACA Code of Ethics.	Integrates a clear commitment to the ACA Code of Ethics into their emerging professional counselor identity in relation to the topic.
2) Synthesis	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	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

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

SAMPLE