

MHS 6720: PROFESSIONAL IDENTITY AND ETHICS

Spring 2014

Thursday, Periods 2-4 (8:30 AM -11:30 AM)

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I. COURSE OVERVIEW AND GOALS:

A course in professional identity and ethics is a curricular requirement for all students in all programs in the UF Department of Counselor Education. The universality of this requirement reflects the belief of the department faculty that having basic knowledge about the foundations of the profession and the ethical codes of practice that serve as a guide for professional practice and knowing how to apply that knowledge in counseling settings is crucial for all counseling professionals. Consistent with this philosophy the goals of the course are to enhance your ability to do the following:

- a. Identify professional roles and functions of counseling professionals including similarities to and differences from other types of professionals.
- b. Identify the role and function of professional organizations including membership benefits, activities, services to members, and current emphases.
- c. Differentiate among professional organizations.
- d. Describe the history and traditions of the helping professions including significant factors and events.
- e. Demonstrate and understanding of the ethical and legal standards of the profession, their evolution, methods of change, applications to diverse populations and various professional activities and professions including school, college, marriage and family and mental health counseling.
- f. Describe the standards of professional preparation: their evolution and current applications in various settings, i.e., schools, universities, agencies, and private practice.
- g. Describe and differentiate among various professional credentialing strategies including certification and licensure practices and standards.
- h. Identify the importance of a life-long orientation to professional development.
- i. Demonstrate and understanding of the advocacy processes and the profession's interest in addressing institutional and social barriers that may impede client success
- j. Demonstrate an understanding of the important of the professional counselor's role as advocate for the profession.
- k. Identify the ethics of crisis intervention counseling.

In addition, as a result of successfully completing this course, students will have the skills to:

- a. Apply professional codes of ethics to counseling dilemmas;
- b. Explain how professional development is influenced by ethical conflict;
- c. Use ethical codes of conduct to interpret situational events/phenomena;
- d. Apply developmental theories and concepts in counseling situations; and
- e. Evaluate print and non-print media that pertains to professional identity and ethics.

III. APPLICABLE PROFESSIONAL STANDARDS ADDRESSED

This course is designed to meet the professional standards listed below:

Council for the Accreditation of Counseling and Related Educational Programs (CACREP) (2001)

Section II; K: 1: Professional Identity: - studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession, including significant factors and events;
- b. professional roles, functions, and relationships with other human service providers;
- c. technological competence and computer literacy;
- d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;

- e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
- g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

MHS 6720 also meets, in part, the CACREP Curricular Experiences for

- a. School Counseling Program Area Standards: A- 1,3 and 11, Foundations of School Counseling;
- b. Curricular Experiences for Mental Health Program Area Standards: A- 1 -6, Foundations of Mental Health Counseling.

FLORIDA'S ACCOMPLISHED PRACTICES FOR SCHOOL COUNSELORS

Key Tasks assess your mastery of knowledge, skills, and dispositions that the State of Florida requires of all entry-level educators (which includes school counselors). In this course, we will cover several “Professional Education (PE) Competencies” as listed following.

Your mastery of each PE will be measured by your work on each Key Task (i.e., Components 1 and 3, as described later in this syllabus). To pass this course, you must successfully complete all Key Tasks covered in the course and receive a “Met with Weakness” or higher evaluation for your performance on each of them. No exceptions will be made. Note that if you are enrolled in a School Counseling and Guidance (SCG) program in the department, you will not receive a grade for this course until you have achieved satisfactory performance on each of the PE Competencies addressed in this course.

Students who receive a “Not Met” rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned as assigned by me. Students who do not complete their makeup work satisfactorily (i.e., with a “Met with Weakness” or higher rating) will receive a grade of Incomplete (I) for this course. Students who fail the course must repeat later in order to demonstrate achievement of the PE Competencies covered in this course.

PE: 6.1 (Knowledge)

Knows the applicable Codes of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

PE: 8.5 (Knowledge)

Knows and understands relevant state and national student services standards.

PE: 11.1 (Knowledge)

Knows the laws and court decrees that address the rights and obligations of students, parents, and educators.

PE: 13 (Knowledge)

Knows the history and philosophical and sociological foundations of the counseling profession in general and the school counseling profession in particular.

Course Objectives/Competencies:	CACREP	Florida DOE
Demonstrate knowledge of history and philosophy of the counseling profession, including significant factors and events;	K1a	
Demonstrate understanding of professional roles, functions, and relationships with other human service providers;	K1b	6.1, 8.5
Demonstrate acquisition of technological competence and computer literacy;	K1c	
Demonstrate knowledge of professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;	K1d	8.5, PE 13
Demonstrate knowledge of professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;	K1e	8.5, 11.1, PE 13
Demonstrate understanding of public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;	K1f	11.1, PE 13
Demonstrate understanding of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and	K1g	11.1, PE 13
Demonstrate understanding of the ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.	K1h	6.1

Evaluation of Professional Education (PE) Competencies

The following criteria will be applied for the purposes of evaluation of student performance in regard to achievement of Florida's "PE Competencies." These evaluation criteria are **for this purpose only** and are separate and distinct from evaluative criteria for the assignment of course grades.

Component 1 – PE: 6.1 (Knowledge)

Knows the applicable *Codes of Ethics and Principles of Professional Conduct of the Education Profession in Florida.*

Task Description: The candidate will read and become familiar with each of the following (including subsections and reference resources cited therein) sets of professional standards: (1) The American Counseling Association (ACA) *Code of Ethics and Standards of Practice*; (2) The American School Counseling Association's *Ethical Standards for School Counselors*; and (3) Florida Administrative Code, Chapter 6B1, *Code of Ethics-Education Profession*.

Assignment directions:

The candidate will take a quiz specifically covering professional ethics and conduct.

Rating Guide for Indicator 6.1:

Met - The candidate will achieve a score of 80% or higher on a quiz covering the assigned readings and related class discussions.

Met with weakness—

The candidate will achieve a score of 70% or higher but less than 80% on on a quiz covering the assigned readings and related class discussions.

Not met—

The candidate will achieve a score of 69% or lower on a quiz covering the assigned readings and related class discussions.

Component 1 – PE: 8.5

Knows and understands relevant state and national student services standards.

Task Description: The candidate will read and become familiar with each of the following (including subsections and reference resources cited therein) sets of professional standards: (1) The American Counseling Association (ACA) *Code of Ethics and Standards of Practice*; (2) The American School Counseling Association's *Ethical Standards for School Counselors*; and (3) Florida Administrative Code, Chapter 6B1, *Code of Ethics-Education Profession*.

Assignment directions:

The candidate will take an examination specifically covering professional ethics and conduct.

Rating Guide for Indicator 8.5

Met - The candidate will achieve a score of 80% or higher on an examination covering the assigned readings and related class discussions.

Met with weakness—

The candidate will achieve a score of 70% or higher but less than 80% on an examination covering the assigned readings and related class discussions.

Not met—

The candidate will achieve a score of 69% or lower on an examination covering the assigned readings and related class discussions.

Component 1 - PE: 11.1 (Knowledge)

Knows the laws and court decrees that address the rights and obligations of students, parents, and educators.

Assignment description: The candidate will read and become familiar with material that describes laws and court decrees which address the following:

1. Confidentiality, limits of confidentiality, duty to protect, and duty to warn.
2. Safe schools, dress codes, sexual harassment of students, equal educational opportunity, and gender equity.
3. School disciplinary rules: classroom removal, suspension, and expulsion; secret societies; student searches; and dropout prevention programs.
4. Parental access to records, release of student records, right to challenge content of records, parental rights and responsibilities.
5. Enforcement of attendance, special education, inclusion of special education students, assessments, discipline of students with disabilities, and section 504 of the Rehabilitation Act.

Assignment directions:

The candidate will take an examination specifically covering the laws and court decrees described above.

Rating guide for Indicator 11.1:

Met - The candidate will achieve a score of 80% or higher on an examination covering the assigned readings and related class discussions.

Met with weakness—

The candidate will achieve a score of 70% or higher but less than 80% on an examination covering the assigned readings and related class discussions.

Not met—

The candidate will achieve a score of 69% or lower on an examination covering the assigned readings and related class discussions.

Component 1 – PE: 13 (Knowledge)

Knows the history and philosophical and sociological foundations of the counseling profession in general and the school counseling profession in particular.

Task Description: The candidate will read **History of Counseling** (see list of course readings) and become familiar with history and philosophical and sociological foundations of the counseling profession and the school counseling profession in particular, with the goal of understanding how counselors, and especially school counselors, contribute to the fabric of the communities in which they live and work.

Assignment directions:

The candidate will take a quiz specifically covering the historical, philosophical, and sociological foundations of the counseling profession.

Rating Guide for Indicator 6.1:

- Met - The candidate will achieve a score of 80% or higher on a quiz covering the assigned readings and related class discussions.
- Met with weakness—
The candidate will achieve a score of 70% or higher but less than 80% on a quiz covering the assigned readings and related class discussions.
- Not met—
The candidate will achieve a score of 69% or lower on a quiz covering the assigned readings and related class discussions.

Note Bene:

Florida Department of Education policies and regulations now require successful achievement of *all* of Florida’s “Accomplished Practices” as a prerequisite to eligibility for certification as a school counselor in the state of Florida. Therefore, if you are enrolled in an SCG program in the department, the paper for Component 3 above **must** be developed for a **school setting**. **IF** you are enrolled in either Mental Health Counseling or the Marriage and Family Counseling **AND** you have any thought about or inclination to seek Florida certification as a school counselor in the future (e.g., post graduation from your current program), you should (a) complete your paper for Component 3 above as applicable to a school setting and (b) notify me that you wish to have your paper evaluated for fulfillment of the “Accomplished Practices” addressed in this course. You can NOT receive credit for fulfillment of the “Accomplished Practices” addressed in this course retroactively! Therefore, if at some point in the future you seek certification as a school counselor *and* you have not fulfilled the “Accomplished Practices” addressed in this course, it will be necessary for you to repeat this course in order to be eligible for certification as a school counselor in Florida. ***Please retain this course syllabus for future use in regard to seeking certification as a school counselor in the State of Florida.***

Methods of Instruction:

All instruction is face-to-face and will occur in three primary modalities: lecture/presentation, small group discussion, and case studies.

COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATIONS

1. **Class participation:** Since this course focuses on experiential learning of awareness, knowledge, and skills through lecture, discussion, small group exercises, process group, and case studies, you must attend and participate in class activities (each unexcused absence, i.e., those where the instructor has not been contacted prior, those that do not involve urgent personal or family crisis of some sort, will result in a **3-point deduction** from your overall grade). Additionally, if you are more than 30 minutes late to class, this will count as an unexcused absence. More than 2 unexcused absences will result in a failing grade.

2. **Discussion/Growth Group Facilitation:** You will be assigned to a chapter and corresponding date, then you will facilitate an experiential activity once during the semester intended to increase and process awareness and understanding of the week's issue for classmates. According to Gladding (2003), processing is conceptualized as four interrelated steps: (a) Identifying critical incidents of importance to members; (b) Examining the event and member reactions; (c) Deriving meaning and self-understanding from the event; (d) Applying new understanding toward personal change (p. 14). You are expected to utilize process skills, observational skills, offer feedback, use immediacy, use sensitivity and empathy, assess group process, demonstrate initiative and appropriate facilitation, particularly emphasizing exploration of the basic moral principles with the topic at hand:

- **Autonomy**—fostering self-determination
- **Beneficence**—promoting good mental health and wellness
- **Non-maleficence**—doing no harm
- **Justice**—being fair
- **Fidelity**—being faithful, keeping promises
- **Veracity**—being truthful

In terms of group process, you will want to remember to do five basic things as a facilitator of the group:

- **Make connections** between members (e.g., *"How does everyone relate to what was just said?"*)
- **Show appreciation** for group members and their willingness to take risks (e.g., *"Thank you (name) for saying that."*)
- **Identify themes** and summarize (e.g., *"What I'm hearing so far is some commonality around the issue of trust...."*)
- **Use immediacy** to focus on the here-and-now experience (e.g., *"I'm sensing some tension, what is that about?"*)
- **Use go-arounds** to check-in with members or to solidify themes, insights, goals, and connections (e.g., *"Let's do a go-around, and share with us if you would one thing that was most important to you from today's conversation or one thing that you want to work on/do different based on today's conversation."*)

Remember that the purpose of this segment is to both give you practice with using group facilitation skills to address ethical, legal, and professional issues in counseling, and to allow participants a deeper, firsthand exploration of the topic area as it pertains to them and their experience both as a person and as a counselor-in-training (30 points).

In-Class Experience as Discussion Participant:

You are expected to be yourself, self-disclosing honestly about your experiences and perceptions. You are free to decide the level of self-disclosure, involvement, and participation in the group discussion. ***There are no points assigned for this aspect of the assignment*** since this is simply an opportunity for you to experience a process group from the perspective of a participant.

3. **Professional Disclosure Statement/Oral Report:** This is a two part assignment: The first part consists of a 2-3 page paper (written as a monologue) simulating what you would tell a client about the areas listed in the chart below. Also, include which professional associations you are (or intend to be) a member of, in your own attempt to be involved and stay current with the issues relating to your areas of interest/expertise. The second part consists of creating a one page stylized handout/brochure/pamphlet relating this information to clients (10 points).

Section	Content	Description
1.	Qualifications	Description of your qualifications as a counselor
2.	Specializations	Listing of any specialized skills you may have (or plan to have)
3.	Client Issues	Types of clients/issues you are (or will be) best trained to work with, may be setting-based
4.	Theoretical Stance	Brief explanation of your theoretical background and philosophy of counseling as well as the nature of human change
5.	Process of Counseling	Description of the process and goals of counseling (i.e., what the client can expect from counseling when working with you) as well as issues around confidentiality

4. **Personal Strategy for Self-Care/Oral Report:** This is a 2-3 page paper reflecting on your own intended strategy for self-care (mental, physical, spiritual/emotional, environmental) to maintain your optimum level of functioning as a helping professional and avoid burnout. You may wish to discuss current strategies that have been beneficial to you thus far in successfully managing stress, maintaining health, and creating a sense of balance/wellness in your life. Be specific about what it is that you do, and how this is of value to you both as a person, and as a future professional counselor (10 points).
Use the following guiding questions to help frame your responses:
- How do you and how will you continue to take good care of yourself?
 - Who in your life takes good care of you and how do you let them do that?
 - How will you continue to sustain yourself in this work?
5. **Reading Reflection & Ethical Log Report (RR):** Each week you will submit a 1-2 page typed paper that has two parts: 1. Your reflection/reaction to the assigned readings of the week and 2. Log the ethical issues/dilemmas you have encountered that week, *no matter how small*. Relate each to the ethical principles. The purpose of the ethical log segment of the paper is to increase your ethical sensitivity and awareness (10 @ 3 pts each = 30 points).
6. **Quizzes:** Three quizzes will be administered during the course: Each quiz will be worth 10 points, and consist exclusively of short answer questions. All quiz questions will pertain to the material covered in the course or the assigned readings; the quizzes will not be cumulative in nature. The quizzes will be scored soon after they are administered and returned to you at the next regularly scheduled class meeting. In accordance with UF policy, scores will not be posted (3 @ 10 pts each = 30 points).
7. **Final Exam:** A written final exam will be distributed during the last day of class and due during final exam week. The exam will consist of an ethical case study. You must utilize the ethical decision making model discussed in class to respond to the case. Discuss what actions you would take as you proceed through the steps. Throughout the paper, be sure to document and defend your courses of action and your final conclusion using in text citations consistent with APA formatting. This final exam paper will be approximately 8-15 pages in length. This exam is expected to be your own work. Plagiarism from professional or peer resources will not be tolerated (40 points).

Written Assignments: The assigned papers must be typewritten according to the APA style manual, should have a cover page with name, course, semester and year, and title of assignment. A duplicate copy should be made and retained for your own records.

All assignments must be completed and submitted on the specified dates assigned. Three points will be subtracted for work turned in late unless other arrangements have been made with instructor.

Course Evaluation:

The criteria for evaluation will be based on quality appropriate for graduate students. Students will be evaluated using the following point system:

Discussion group facilitator	30 points
Writing Assignments	50 points
Quizzes	30points
Final Exam	40 points
Total Points	<u>150</u>

The grading scale for this course is:

Grade of A	135 – 150 points total
Grade of B+	130 – 134 points total
Grade of B	120 – 129 points total
Grade of C	105 – 119 points total
Grade of D	90 – 104 points total
Grade of E	0 – 89 points total

An "I" or incomplete grade is intended only for extenuating circumstances which necessitate more time for completion of the course.

Professionalism

You are expected to comply with the ACA Code of Ethical Standards found at the following link:

<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

You are expected to abide by the University of Florida Academic Honor Code listed in the University Catalog:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Accommodations for Students with Disabilities:

If you require accommodations due to a disability, please make an appointment with the instructor so that we may discuss your special needs. You will be asked to supply a letter from the Office for Students with Disabilities to assist in planning any special accommodations.

Required Readings:

Remley, T.P. & Herlihy, B. (2014). *Ethical, legal, and professional issues in counseling*. (4th ed.). Upper Saddle River, NJ: Pearson.

* Please also print out a copy of:

- ACA Ethical Codes: <http://www.counseling.org/Resources/aca-code-of-ethics.pdf> (or see Appendix A in Remley & Herlihy)
- Chapter 491, and 64B4 Rules: <http://www.floridahealth.gov/licensing-and-regulation/mental-health/resources/documents/2013-laws-and-rules-mh.pdf>

Additional Resources

- American Counseling Association: <http://www.counseling.org>
- CACREP: <http://www.cacrep.org>
- FL Board of Clinical Social Work, Marriage & Family Therapy, and Mental Health Counseling: <http://www.floridahealth.gov/licensing-and-regulation/mental-health/index.html>
- AAMFT Legal and Ethics Information: <http://www.aamft.org>
- ASCA Legal and Ethical Information: <http://www.schoolcounselor.org/school-counselors-members/legal-ethical>
- National Board for Certified Counselors Ethics Information: <http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf>
- State Licensure Board Listing: <http://www.nbcc.org/stateboardmap>
- State School Counseling Certification Requirements: <http://www.schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements>
- **UF Counselor Education Student Handbook: <http://education.ufl.edu/counselor-education/files/2011/01/CEStudentHandbook091.pdf>**

Two final points:

First, if you believe that you will be unable to work within the structure of the course, please arrange to meet with me. Second, the instructor reserves the right to make modifications in the structure of the course as needed in order to address unusual non-normative life events that may occur during the course of this semester.

Course Outline *(tentative)*

Date	Topic	Read	Facilitators	Due Date
Jan 9	Overview and Group Exercise (Life boat)		Dr. Sixbey	
Jan 16	Introduction; review DOH violations	Ch 1 Sect H	Dr. Sixbey	RR
Jan 23	Professional Identity of Counselors	Ch 2 Sect C	Dr. Sixbey You are invited to attend (via conference call) the DOH quarterly board meeting – January 23 at 2pm Place: (888) 670-3525 when prompted, enter conference code 5805370981	RR
Jan 30	Client Rights and Counselor Responsibilities & Ethical Practice, Multicultural Competence, and Social Justice	Ch 3 & 4 Yalom		RR
Feb 6	Confidentiality and Privileged Communication	Ch 5 Sect A&B		RR
Feb 13	Crisis and Suicide		Dr. Marshall Knudson	
Feb 20	Crisis and Suicide		Dr Marshall Knudson	RR
Feb 27	Discussion of Professional Disclosure Statements (p 160; ex of background p182)	Appendix C	Class Time	Quiz 1 Professional Disclosure Statement
Mar 6	SPRING BREAK – NO CLASS	SPRING BREAK	SPRING BREAK	SPRING BREAK
Mar 13	Competence and Malpractice & Resolving Legal and Ethical Issues	Ch 7 & 16 Sect D&F		RR
Mar 20	Boundary Issues	Ch 8		RR
Mar 27	Counseling Children and Vulnerable Adults & Counseling Families and Couples	Ch 9 & 10		Quiz 2 RR
April 3	Professional Writing, Conducting Research, and Publishing	Ch 15	Dr. Ana Puig	
April 10	Issues in Counselor Education & Supervision and Consultation	Ch 13 & 14		Quiz 3 RR
April 17	Discussion of Strategy for Self-Care Review, Wrap-Up, & Final Distributed (FINAL DUE APRIL 28)		Instructor	Personal Strategy for Self-Care