ETHICS AND ETHICAL PRACTICE IN COUNSELING

MA-CMHC
CN 605
Student Guide
ETHICS AND ETHICAL PRACTICE IN COUNSELING

CN 605

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

ADULT AND GRADUATE STUDIES

MONTREAT COLLEGE

Montreat College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate’s degree, the Bachelor’s degree, and the Master’s degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Montreat College.

© August 2014
MISSION OF THE COLLEGE

The mission of the college is Christ-centered, student-focused, service-driven; equipping students to be agents of transformation, renewal, and reconciliation.

THE CONCEPTUAL FRAMEWORK FOR THE MASTER OF ARTS IN CLINICAL MENTAL HEALTH DEGREE PROGRAM

The Clinical Mental Health Counseling degree prepares candidates to become competent counselor practitioners who are life-long learners, critical thinkers, agents of social justice in their communities, and spokes-persons for transformation, renewal, and reconciliation in their spheres of influence, within the conceptual framework of Counselor as Advocate, Leader, and Collaborator.

MISSION OF THE COUNSELING PROGRAM

The mission of the Counseling Program is to train candidates in the fundamentals of human development, human behavior, and counseling, within the context of both a secular and Christian worldview, and to guide them in developing a personal philosophy of counseling and professional practice in a variety of settings. The Counseling Program provides a forum for candidates to engage in reflective practice as professionals and to become life-long learners, active global citizens, and advocates for social justice.

MISSION OF THE MASTER OF ARTS IN CLINICAL MENTAL HEALTH DEGREE

The Master of Arts in Clinical Mental Health Counseling degree program educates candidates in the history and development of the counseling profession, the theories of counseling, the ethical practice of counseling, the competencies required for working with multicultural and diverse groups, and the strategies for working with individuals across the lifespan in everyday developmental, behavioral, psychological, social, emotional, and career challenges and crisis.

PROGRAM GOALS FOR THE MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

Upon completion of the Clinical Mental Health Counseling graduate degree program, candidates should be able to meet the following goals that are based on the 2009 CACREP Standards for Clinical Mental Health Counseling Programs:

1. Acquire a solid knowledge base related to clinical mental health counseling that includes the following:
a. History and philosophy of clinical mental health counseling and current trends in the field (CMHC:A:1; CMCH:C:9)

b. Ethical and legal standards and ways to apply them to professional practice (CMHC:A:2; CMHC:B:1)

c. Professional associations and organizations, licenses and credentials related to clinical mental health counseling, the benefits of credentialing and membership in organizations, and the processes for obtaining credentials and licenses (CMHC: A:4)

d. Counseling theories and techniques and strategies for integrating them into counseling sessions, based on client identified goals and needs as well as supervision theories and models (CMHC: A:5; CMHC:E:3)

e. Professional roles and functions in a variety of settings and specialties, professional issues that influence clinical mental health counselors, and self-care strategies and resources (CMHC:A:3; CMHC:A:7; CMHC:C:5; CMHC:D:9)

f. Counseling strategies for working with diverse clients in multiculturally sensitive and competent ways (CMHC:D:2; CMHC:D:5; CMHC:E:1-6; CMHC:F:1-3; CMHC:H:1; CMHC:K:4)

g. Advocacy strategies for clients and advocacy efforts, legislation, and public policy related to clinical mental health counseling (CMHC:B:2; CMHC:E:4; CMHC:E:6)

2. Demonstrate knowledge of and skills for practice in the following areas:

   a. Counseling, prevention, and intervention, including theories and techniques (CMHC:A:5; CMHC:C:1; CMHC:C:8; CMHC:D:1; CMHC:D:3; CMHC:C:7; CMHC:D:4),

   b. Substance abuse and addictions (CMHC:A:6; CMHC:C:4; CMHC:D:8; CMHC:K:3)

   c. Career development across the lifespan and career counseling theories and techniques (Section ii:4:a–g)

   d. Crisis, trauma, and disaster (CMHC:A:9-10; CMHC:C:6; CMHC:K:5; CMHC:L:3)

   e. Individual, couple, family, and group counseling (CMHC:D:5)

   f. Assessment, diagnosis, and treatment planning, using a variety of assessment tools such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) (CMHC:C:2; CMHC:D:1; CMHC:D:6;
g. Ethical practice, decision making, and the implications of advocacy and multicultural issues in sound ethical practice with clients (CMHC:A:2; CMHC:B:1)

h. Research strategies and critical evaluation of literature and interventions related to the practice of clinical mental health counseling (CMHC:I:1-3; CMHC:J:1-3)

i. Day-to-day practice skills, including intake, record keeping, and consultation (CMHC:A:8; CMHC:D:7)

3. Meet the following additional goals:

a. Articulate a personal worldview and personal theory of counseling, integrating their own spiritual formation into their professional growth and practice as a counseling practitioner.

b. Demonstrate mastery of the technology needed for success in today’s professional world and exemplary oral and written communication skills requisite of a graduate-level professional.

c. Demonstrate a commitment to life-long personal and professional growth through continuing education, consultation, and supervision as appropriate.

d. Create a professional portfolio that will include, but not limited to, documentation of the following: course projects, attendance at professional conferences and workshops, leadership roles, projects implemented during practicum and internship experiences (as appropriate), a Professional Growth Plan (PGP), beginning documents for the state licensure processes, and reflections on their experiences throughout the program.

SMALL GROUPS

The foundation of the Montreat College educational philosophy and practice is the recognition of the distinction between the younger college student and the student who has assumed the adult responsibilities of self-determination, financial independence, and professional development. The focus is on two critical learning objectives. The first of these is shared student responsibility of self-directed learning and small-group learning dynamics. Professional and personal growth requires that students develop the skills necessary to manage their own learning. Throughout the program, students are expected to seek answers to their questions, identify and develop resources for their concerns, and take charge of their own learning. For this reason, the programs are designed to provide the structure and support necessary to encourage independence and self-direction.
The second objective is to develop the interpersonal skills necessary for effective participation in groups. Groups are an integrated part of the Montreat College educational model. The groups are comprised of three to five students each that function as mutual support mechanisms through which the students can learn more efficient problem solving from the professional expertise of peers. At Montreat College, students and faculty are acknowledged as major learning resources through which individuals learn from one another by participation in the process of inquiry and involvement with the group. This concept of shared learning responsibility is an integral element in the College’s educational philosophy.

The use of groups as a tool will be enthusiastically supported by the Montreat College student. Experience indicates that the group concept is extremely beneficial in helping students achieve the prescribed learning outcomes. When students accept the fact that they can learn from one another, a system of trust and support evolves, and the learning process becomes interactive.

Montreat College acts on the belief that the validity of learning is not determined solely by its sources. The process of education encompasses the breadth of human experience. Working adults seldom have the time to devote to full-time, formal education. Through combining and sharing the talents, experience, and learning resources of the group, adult students assume a greater self-direction and responsibility for their learning. By sharing the learning and responsibilities, more information can be disseminated among the group members within a limited amount of time. Thus, more content is covered than could be achieved through an individual effort. The group members make the commitment to work together and assist each other in meeting the objectives and outcomes of the course. The curriculum is designed to focus on participative learning outcomes. Through the group process, the learning process is enhanced because students are provided with the opportunity to analyze their experiences and compare and contrast these experiences with theories presented in the curriculum materials.

It is essential that groups discuss and prepare assignments and share learning resources. Each course generally requires a group project in the form of a written and/or an oral report, usually presented to the class for discussion and critique. Group grades are awarded, so the ability to integrate each member's total participation becomes the responsibility of all group members and will be reflected in the grade.

The educational model advocated by Montreat College demands active participation by students in their educational process, thus placing substantial responsibility on the learner. The dynamic process of groups maximizes the students' understanding and involvement in their degree programs. In order to serve the needs of its students better, Montreat College has developed and instituted the group concept.
ACADEMIC INTEGRITY POLICY

DEFINITION OF ACADEMIC DISHONESTY

Academic dishonesty, such as cheating on tests and plagiarizing on essays, violates the fundamental trust underlying all academic work—that the work be the product of the student who submitted it. Montreat College defines academic dishonesty as the representation of another’s words, ideas, or images as one's own. It applies equally to intentional and unintentional quotations, paraphrases, visual images, auditory images, and all electronic means of storage and communication. When academic dishonesty occurs, these procedures will be followed.

DISCIPLINE OF ACADEMIC DISHONESTY

When an instructor suspects a student of academic dishonesty, the instructor will meet with the student to discuss the incident and determine, to the instructor’s satisfaction, whether or not academic dishonesty has occurred. If, in the instructor’s judgment, such a violation of academic integrity has occurred, he or she will present the charges, in writing, to the student.

The only possible disciplinary actions are a zero for the assignment or an F for the course. The student may choose to admit her or his guilt of academic dishonesty and waive a hearing. This involves signing the academic dishonesty notice that outlines the disciplinary action. The academic dishonesty notice will be retained in the student’s academic record.

A student who does not agree to the instructor’s charges must appear before a panel of three faculty members, appointed by the Academic Affairs office or designee, on charges of academic dishonesty. During the intervening period, the student must continue to attend class. The panel will convene a hearing with the student and the instructor at which time the instructor will explain the student’s alleged violation. The student may choose to counter with evidence of her or his innocence or may admit responsibility.

PUNISHMENT OF ACADEMIC DISHONESTY

If the panel indicates, by simple majority vote, that the student has been dishonest, the panel shall uphold the penalty assessed by the instructor. The Academic Affairs office will notify the student, instructor, academic advisor, and Director of Records and Registration, in writing, of the panel’s decision. If the student received a failing grade for the course, the student may remove the impact of the F on her or his grade point average by successfully retaking the course. Two incidents of academic dishonesty will result in a student being dismissed from the College. The student will not be eligible to reapply to Montreat College for at least two years after dismissal. If the panel finds the student not responsible for academic dishonesty, it will notify both the student and the instructor.
If the student wishes to drop the course but has been found guilty of academic dishonesty, the student may withdraw with a grade of W or WF, according to the withdrawal dates on the academic calendar. The academic dishonesty notice will be kept on file if the student has admitted or been found guilty of academic dishonesty.

**EXONERATION OF ACADEMIC DISHONESTY**

If exonerating information becomes available in the five business days following notification of the panel’s decision, the student may appeal to the Vice President for Academic Affairs & Dean of the College. Appeals will be heard only if they meet one of the following conditions: (a) discovery of new information or (b) violation of procedure. A student must remain in the course and work toward its successful completion during the appeal process. The student will be notified, in writing, of the final decision.

A student may be dismissed from the College without refund of tuition or fees after the second incident of academic dishonesty occurs (including, but not limited to, cheating and plagiarism). That student will not be eligible to reapply to the College for at least two years after the dismissal, and any readmission will be subject to review by the Student Success Team in consultation with the Vice President for Academic Affairs & Dean of the College.

**ADA STATEMENT – EQUAL ACCESS TO CLASSES AND LEARNING ACCOMMODATIONS**

Equal access to education means equal opportunity to learn. Under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990, students with verified disabilities who are otherwise qualified, have a right to equal access to classes at Montreat College. If you are a student with a disability and you need accommodations for this course, please provide documentation of your disability and discuss necessary accommodations with your Academic Advisor. Your advisor will provide a letter for you to give to your instructor stating your accommodations. Faculty and staff look forward to facilitating your success in the course.

**CLASS ETIQUETTE**

Students and instructors have the right to an environment conducive to learning. To meet this expectation, students are expected to respect the rights of fellow students to have a class free of personal criticism, distracting noises, and disruptive and inappropriate behaviors. The following are a few examples of inappropriate classroom behavior: using a cell phone in class; keeping personal pagers on; using computers in class for non-class related purposes; talking with other students during instructor or student discussions; sleeping in class; repeatedly going in and out of class; and cheating or plagiarism. If the instructor considers the behavior of a student to be
disruptive to the class, the student may be asked to leave. Consequences for missing class activities will depend on the expectations of individual courses. Should repeated disruptive occurrences happen, the student will be required to meet with his or her Academic Advisor and risk possible dismissal from the College.

COURSE DESCRIPTION

This course will examine ethical standards and ethical decision making for the practice of counseling. Applicable Codes of Ethics will be examined and case studies will be used to challenge students to think critically about ethics and ethical decision making. Ethical issues in individual, group, family, and couples counseling will be covered as well as multicultural consideration. The course will also address confidentiality, informed consent, boundaries, multiple relationships, supervision, and consultation within an ethical framework.

TOPICS

The topics to be covered include the following:

- Ethical Standards for the Profession of Counseling
- ACA Code of Ethics—Current Code, Revisions Work
- Ethical Decision-Making Models
- Ethics and the Law
- Values and Ethics
- Multicultural Considerations for Ethical Behavior and Practice
- Confidentiality and the Limitations of Confidentiality
- Informed Consent
- Professional Boundaries and Dual Relationships
- Ethics as Applied to Various Counseling Settings and Situations (Work with Families, Groups, Couples, Community, School, College, Shared Custody, and Minors)
COURSE OBJECTIVES

This course seeks to satisfy those competencies set forth by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), as found in the 2009 Standards. Therefore, at the conclusion of this course, students will be able to do the following:

- Integrate the ethical standards set forth by professional organizations and credentialing bodies into the practice of counseling in a variety of settings and specialties, across client populations. (Sec. II:G:1.j)

- Articulate knowledge of ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. (Sec. II:G:7:g)

- Apply ethical and legal standards to clinical mental health counseling, specifically as they apply to work with diverse client populations and to work with minors, couples, families, and groups. (CMHC B:1)

Additionally, students will be able to:

- Evaluate ethical decision-making models and determine which models to use in making ethical decisions related to professional counseling practice.

- Compare and contrast ethical standards for the profession of counseling with ethical standards for related helping professions.

- Integrate technology into the completion of course and learning activities in preparation for the growing integration of technology in the profession of counseling.

- Produce course materials and presentations that reflect exemplary professional oral and written communication skills at standards expected of entry-level professionals.

- Apply proper APA style documentation and formatting to learning activities.

- Think critically about the impact their personal worldview has on their personal and professional development as beginning counselors and how their personal worldview is influenced by their personal and professional development as beginning counselors.
COURSE OUTCOMES

The following outcomes are expected of each student for this course:

**ON-GROUND**

- By correctly responding to 75% or more of the questions on each of two exams, demonstrate knowledge of ethical standards related to assessment and evaluation and selecting counseling techniques, demonstrate knowledge of ethical decision making models, and demonstrate knowledge of the ACA Code of Ethics and standards guiding practice as a clinical mental health counselor in various settings. (CObs 1-4)

- Through critically reading assigned textbook chapters and articles and actively engaging in subsequent class discussions, demonstrate knowledge of ethical standards related to assessment and evaluation and selecting counseling techniques, demonstrate knowledge of ethical decision-making models, demonstrate knowledge of the ACA Code of Ethics and standards guiding practice as a clinical mental health counselor in various settings, and integrate his or her worldview with learning and professional development. (CObs 1-4, 9)

- Through analyzing the ACA Code of Ethics and ethical decision-making models, propose a solution to an assigned ethical dilemma, create a summary presentation with group members, demonstrate knowledge of decision-making models and the ACA Code of Ethics, integrate technology into coursework and the profession, utilize exemplary communication skills, apply APA documentation and formatting guidelines, and synthesize his or her worldview with learning and professional development. (CObs 1, 3, 4, 6-9)

- By comparing and contrasting the ACA Code of Ethics with the ethical standards and codes of related helping professions (such as social work, human services, psychology) and writing an analysis paper on the similarities and differences, demonstrate knowledge of the ACA Code of Ethics and standards guiding practice as a clinical mental health counselor in various settings, demonstrate knowledge of ethical standards related to assessment and evaluation, utilize exemplary communication skills, and apply APA style documentation and formatting guidelines. (CObs 1, 2, 5, 7, 8)

- As a result of analyzing assigned case studies, evaluating ethical decision making models, assessing possible decision alternatives, and choosing an ethical resolution for each case study, demonstrate knowledge of the ACA Code of Ethics and standards guiding practice as a clinical mental health counselor in various settings, demonstrate knowledge of ethical
standards related to assessment and evaluation, apply ethical and legal standards to clinical mental health counseling, utilize exemplary communication skills, and apply APA style documentation and formatting guidelines. (CObs 1-4, 7, 8)

- Through completing pre-chapter self inventories and determining themes of professional growth in the area of ethics, think critically about how personal worldview and professional development are integrated. (COb 9)

ONLINE

- By correctly responding to 75% or more of the questions on each of two exams, demonstrate knowledge of ethical standards related to assessment and evaluation and selecting counseling techniques, demonstrate knowledge of ethical decision making models, and demonstrate knowledge of the ACA Code of Ethics and standards guiding practice as a clinical mental health counselor in various settings. (CObs 1-4)

- Through critically reading assigned textbook chapters and articles and actively engaging in subsequent class discussions (online), demonstrate knowledge of ethical standards related to assessment and evaluation and selecting counseling techniques, demonstrate knowledge of ethical decision-making models, demonstrate knowledge of the ACA Code of Ethics and standards guiding practice as a clinical mental health counselor in various settings, and integrate his or her worldview with learning and professional development. (CObs 1-4, 9)

- Through analyzing the ACA Code of Ethics and ethical decision-making models, propose a solution to an assigned ethical dilemma and create a summary presentation with group members, demonstrate knowledge of decision-making models and the ACA Code of Ethics, integrate technology into coursework and the profession, utilize exemplary communication skills, apply APA style documentation and formatting guidelines, and synthesize his or her worldview with learning and professional development. (CObs 1, 3, 4, 6-9)

- By comparing and contrasting the ACA Code of Ethics with the ethical standards and codes of related helping professions (such as social work, human services, and psychology) and writing an analysis paper on the similarities and differences, demonstrate knowledge of the ACA Code of Ethics and standards guiding practice as a clinical mental health counselor in various settings, demonstrate knowledge of ethical standards related to assessment and evaluation, utilize exemplary communication skills, and apply APA style documentation and formatting guidelines. (CObs 1, 2, 5, 7, 8)
As a result of analyzing assigned case studies, evaluating ethical decision making models, assessing possible decision alternatives, and choosing an ethical decision for each case study, demonstrate knowledge of the ACA Code of Ethics and standards guiding practice as a clinical mental health counselor in various settings, demonstrate knowledge of ethical standards related to assessment and evaluation, apply ethical and legal standards to clinical mental health counseling, utilize exemplary communication skills, and apply APA style documentation and formatting guidelines. (CObs 1-4, 7, 8)

Through completing pre-chapter self inventories and determining themes of professional growth in the area of ethics, think critically about how his or her personal worldview and professional development are integrated. (COb 9)

By actively engaging in online discussion forums and responding to classmates in these forums, demonstrate knowledge of the ACA Code of Ethics and standards guiding practice as a clinical mental health counselor in various settings, demonstrate knowledge of ethical standards related to assessment and evaluation, apply ethical and legal standards to clinical mental health counseling, utilize exemplary communication skills, apply APA style documentation and formatting guidelines, and integrate technology into coursework and the profession. (CObs 1-4, 6-8)

INTRODUCTORY NOTES TO STUDENTS

ACCELERATED COURSES AND WORK LOAD

Accelerated courses assume a high level of self-directedness by the students, requiring a significant amount of work to be done out of class, both independently and collaboratively with classmates. Each course in the Clinical Mental Health Counseling program is 8 weeks long, with the exception of the Practicum (which is 10 weeks long) and the Internship (which is 14 weeks long). Each class meets for 3 ½ hours, for a total of 28 in-class contact hours for an 8 week course. Regional accreditation standards require 45 contact hours, which can be a combination of in- and out-of-class work. Thus, a minimum of 17 out-of-class contact hours with course material is required for each 8 week course. Further, because advanced graduate studies are demanding, successful graduate students should expect to spend 2–3 hours out of class for every hour spent in class. Thus, for an 8 week course, 56–80 ½ hours, plus the 17 hours of required out-of-class contact time for a total of 73–97 ½ hours will be spent out of class reading, studying, completing assignments, and preparing for class. This means you should expect to devote approximately 9½–12½ hours per week to completing out-of-class course work in order to meet minimum expected academic standards.
ASSIGNMENT OVERVIEW

ON-GROUND

Exams

A mid-course and a final exam will provide you an opportunity to demonstrate your learning by successfully answering questions related to material covered in class. The exams will consist of multiple types of questions and may include multiple choice, short answer, listing, and/or essay questions. Each exam will count for 100 points for a total of 200 points. (CObs 1–5)

Ethics Case Group Presentation

In small groups, you will analyze a case study provided by the instructor. The analysis will consist of a consensus decision about how to proceed in the dilemma, the ethical decision-making model used, your processes for arriving at the group’s conclusions, and the procedures for implementing the decision. Each group will create a presentation that outlines these elements and will present it to the rest of class. Components and guidelines of the presentation are as follows:

1. Groups will consist of 3–4 students.
2. Groups will create a PowerPoint presentation with the following elements:
   a. Title
   b. Overview of the case study
   c. Ethical decision-making model used
   d. Process or plan for solving the ethical dilemma (what steps will you take?)
   e. The ethical decision made
   f. Implications
   g. Overall thoughts on the process and/or the group’s approach to making an ethical decision
3. Presentations will be 15–20 minutes in length.
4. Groups will provide a handout for each member of class and the instructor.

This project and presentation will count for 200 points. (CObs 1–8)

Code of Ethics Comparison Paper

You will choose from a list provided a Code of Ethics for a profession similar to counseling or a specialty within counseling and then write a 6- to 8-page, typed, double-spaced paper, comparing that Code of Ethics with the ACA Code of Ethics. Papers should meet the following guidelines:

1. Follow APA style formatting (font, size, margins, page numbering)
2. Include an Abstract, Title page, and References (all in APA style formatting)
3. Discuss the major differences between the 2 codes of ethics
4. Assess how these differences could lead to varying ethical decisions in a similar situation
5. Discuss the major similarities between the 2 codes of ethics
6. Comment on any other aspects of the 2 codes of ethics that stand out to you or raise questions regarding ethical decision making

This assignment counts for 100 points. (CObs 1, 6–8)

**Ethical Case Studies**

You will be provided several ethical case studies during the course that will be discussed as a class. You will be given four (4) of these case studies to analyze individually (approximately one every other week). Each case study analysis will consist of a decision about how to proceed in the dilemma as well as the ethical decision-making model used, the processes used for drawing the conclusions made, and the procedures for implementing the decision. You will write a 2- to 3-page concise case study analysis, addressing the following elements:

1. Ethical decision-making model used
2. Process or plan for solving the ethical dilemma (what steps will you take?)
3. Ethical decision made
4. Implications
5. Overall thoughts on the process of making an ethical decision

The first three (3) individual case study analysis papers will be due in Classes Two, Four, and Six. The final (fourth) 2- to 3-page case study analysis paper will be due in Class Eight along with the previous case study papers and a 1-page reflection on how your ethical decision making process may have changed over the course of the course (therefore, the final product submitted will be 9–13 pages in length). This assignment counts for 100 points total (25 points for each of the first 3 analyses (totaling 75 points) and an additional 25 points for the fourth analysis plus the reflection). (CObs 1–4, 7, 8)

**ONLINE**

**Exams**

A mid-course and a final exam will provide you an opportunity to demonstrate your learning by successfully answering questions related to material covered in class. The exams will consist of multiple types of questions and may include multiple choice, short answer, listing, and/or essay questions. Each exam will count for 100 points, for a total of 200 points. (CObs 1–5)

**Ethics Case Group Presentation**

In small groups, you will analyze a case study provided by the instructor. The analysis
will consist of a decision about how to proceed in the dilemma, the ethical decision-making model used, the group’s processes for drawing the conclusions, and the procedures for implementing the decision. Each group will create a presentation that outlines these elements and will post it for the rest of class. Components and guidelines of the presentation are as follows:

1. Groups will consist of 3–4 students.
2. Groups will create a PowerPoint presentation with the following elements:
   a. Title
   b. Overview of the case study
   c. Ethical decision-making model used
   d. Process or plan for solving the ethical dilemma (what steps will you take?)
   e. Ethical decision made
   f. Implications
   g. Overall thoughts on the process and/or the group’s approach to making an ethical decision
3. Presentations will be 15–20 minutes in length.
4. Groups will provide a handout for each member of class and the instructor.

This project and presentation will count for 200 points. (CObs 1–8)

**Code of Ethics Comparison Paper**

You will choose from a list provided a Code of Ethics for a profession similar to counseling or a specialty within counseling and then write a 6- to 8-page, typed, double-spaced paper, comparing that Code of Ethics with the ACA Code of Ethics. Papers should meet the following guidelines:

1. Follow APA style formatting (font, size, margins, page numbering)
2. Include an Abstract, Title page, and References (all in APA style formatting)
3. Discuss the major differences between the 2 codes of ethics
4. Assess how these differences could lead to varying ethical decisions in a similar situation
5. Discuss the major similarities between the 2 codes of ethics
6. Comment on any other aspects of the 2 codes of ethics that stand out to you or raise questions regarding ethical decision making

This assignment counts for 100 points. (CObs 1, 6–8)

**Ethical Case Studies**

You will be provided several ethical case studies during the course that will be discussed as a class. You will be given four (4) case studies to analyze individually (approximately one every other week). Each case study analysis will consist of a decision about how to proceed in the dilemma, the ethical decision-making model used,
the processes used for drawing the conclusions made, and the procedures for implementing the decision. You will write a 2- to 3-page concise analysis of each case study, addressing the following elements:

1. Ethical decision-making model used
2. Process or plan for solving the ethical dilemma (what steps will you take?)
3. Ethical decision made
4. Implications
5. Overall thoughts on the process of making an ethical decision

The first three (3) case study analysis papers will be due individually during Weeks Two, Four, and Six. The final (fourth) 2- to 3-page case study analysis paper will be due in Week Eight along with the previous case study papers and a 1 page reflection on how your ethical decision making process may have changed over the course of the course (therefore, the final product will be 9–13 pages in length). This assignment counts for 100 points total (25 points for each of the first 3 analyses (totaling 75 points) and an additional 25 points for the fourth analysis plus the reflection). (CObs 1–4, 7, 8)

Discussion Boards

The instructor will post four (4) online discussion prompts for you to respond to. You are to post an original response to the prompt and respond to at least three (3) classmates’ responses. Your discussion board (DB) postings should be written using Standard English grammar, American English spelling, and follow APA style formatting guidelines for in-text citations and references. DB postings are considered academic writings. Each DB posting will be worth 50 points, for a total of 200 points of the final course grade. (CObs 1–4, 6–9)
### ASSESSMENT CRITERIA

#### ON-GROUND

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-course Exam</td>
<td>100</td>
<td>Class 4</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>Class 8</td>
</tr>
<tr>
<td>Group Presentation of Ethics Case Study</td>
<td>200</td>
<td>Class 7</td>
</tr>
<tr>
<td>Code of Ethics Comparison Paper</td>
<td>100</td>
<td>Class 5</td>
</tr>
<tr>
<td>Ethical Case Studies</td>
<td>100</td>
<td>Classes 2, 3, 6, 8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### ONLINE

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-course Exam</td>
<td>100</td>
<td>Week 4</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>Week 8</td>
</tr>
<tr>
<td>Group Presentation of Ethics Case Study</td>
<td>200</td>
<td>Week 7</td>
</tr>
<tr>
<td>Code of Ethics Comparison Paper</td>
<td>100</td>
<td>Week 5</td>
</tr>
<tr>
<td>Ethical Case Studies</td>
<td>100</td>
<td>Weeks 2, 3, 6, 8</td>
</tr>
<tr>
<td>Discussion Board Forum 1</td>
<td>50</td>
<td>Week 1</td>
</tr>
<tr>
<td>Discussion Board Forum 2</td>
<td>50</td>
<td>Week 4</td>
</tr>
<tr>
<td>Discussion Board Forum 3</td>
<td>50</td>
<td>Week 7</td>
</tr>
<tr>
<td>Discussion Board Forum 4</td>
<td>50</td>
<td>Week 8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>800</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### ON-GROUND and ONLINE Grade Scale

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>764-800</td>
<td>(96-100%) A</td>
</tr>
<tr>
<td>725-763</td>
<td>(91-95%) A-</td>
</tr>
<tr>
<td>700-724</td>
<td>(88-90%) B+</td>
</tr>
<tr>
<td>668-699</td>
<td>(84-87%) B</td>
</tr>
<tr>
<td>636-667</td>
<td>(80-83%) B-</td>
</tr>
<tr>
<td>612-635</td>
<td>(77-79%) C+</td>
</tr>
<tr>
<td>580-611</td>
<td>(73-76%) C</td>
</tr>
<tr>
<td>556-579</td>
<td>(70-72%) C-</td>
</tr>
<tr>
<td>516-555</td>
<td>(65-69%) D</td>
</tr>
<tr>
<td>480-515</td>
<td>(60-64%) D-</td>
</tr>
<tr>
<td>0-479</td>
<td>(&lt;60%) F</td>
</tr>
</tbody>
</table>
MATERIALS INVENTORY

The following materials are required for the course:

Textbooks


Additional Required Readings

You are expected to complete the readings listed in the module by the time class begins on the assigned week. These assigned readings, clarifications of the 2014 updates in the ACA Code of Ethics, can be found at the following site: www.counseling.org/Resources/CodeOfEthics/TP/Home?CT2.aspx.

Throughout the module, these readings will be assigned with a numerical indicator based on how they are listed below. For example, AR 1.c. refers to the additional assigned reading “Allowing dual relationships,” listed below as letter c under number 1.

1. 2014 ACA Ethics Updates:
   a. The end of “clear and imminent danger”
   b. Romantic/sexual relationships
   c. Allowing dual relationships
   d. End-of-life care for terminally ill clients
   e. A new focus on cultural sensitivity
   f. Permission to refrain from making a diagnosis
   g. New mandates for selecting interventions
   h. New requirement to have a transfer plan
   i. New concepts about the ethical use of technology
   j. Protecting the confidentiality of the deceased

2. Practitioners Guide to Ethical Decision Making

3. Laypersons Guide to Counselor Ethics
CLASS ONE

OBJECTIVES

Upon successful completion of this class, each student will be able to:

1. Discuss the purpose of ethical standards for the profession of counseling.

2. Articulate the overall essence of the ACA Code of Ethics and its influence on the profession of counseling.

3. Begin to assess the ethical issues present in various counseling case scenarios.

4. Evaluate the influence of personal aspects of self on the professional self, including self-awareness and stress, and the impact of counselor impairment on the professional self.

5. Summarize the evolution of ethical standards as set forth by ACA and upheld by various credentialing and licensing bodies.

6. Begin to apply decision-making models to various ethical situations presented through case studies.

7. Begin to create a personal stance on ethical behavior as a professional counselor.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

ON-GROUND

Individual


3. Write down any questions you may have about the material from the assigned chapters to discuss in your group and in class.

4. Reflect on the following questions:
   a. How will you, as a professional counselor and even as a counselor in
training, decide what is ethical and unethical? What determines ethical or unethical behavior?

b. Why did you choose to become a counselor? What needs will be met through counseling others? How might these interfere with your work with clients?

**Group**

None

---

**ONLINE**

The following assignments are to be completed during **Week One**:

**Individual**


3. Write down any questions you may have about the material from the assigned chapters to discuss with your group and/or the instructor.

4. Respond to this week’s Discussion Board prompt. Be sure to post your original response as well as respond to at least 3 classmates’ responses.

**Group**

None
CLASS TWO

OBJECTIVES

Upon successful completion of this class, each student will be able to:

1. Assess his or her values and identify his or her top values.
2. Discuss the influence of personal values on one’s professional work as a counselor.
3. Apply knowledge of ethical standards to identify the impact and role of values in a counselor’s work.
4. Evaluate current ethical standards related to providing multiculturally sensitive and competent counseling and resources for supporting counselor growth in this area.
5. Explore ways to provide multiculturally sensitive and competent counseling services to various diverse populations.
6. Begin to apply knowledge of ethical standards to counseling work in multicultural situations through case study scenarios.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

ON-GROUND

Individual

1. Complete the pre-chapter inventories for CCC&C chapters 3 and 4.
2. Read CCC&C, chapters 3 and 4; H&C, Part III, chapter 2; and AR 1e.
3. Write down any questions you may have on the readings to discuss in your group and in class.
4. Individual case study 1 is due this week. Complete the 2- to 3-page analysis, recommendation, and reflection. Be sure to refer to the assignment overview section of the module (see page 14) and any additional grading rubric and/or guidelines provided by your instructor during Class One to ensure you include all the expected criteria.
5. Reflect on the following question:
Identify counseling situations that could be difficult for you because of a conflict of values. (For example, you may perceive having difficulty working with a mother who has chosen to sign parental rights of her 2 children over to her father or with a woman accused of abusing her children.) What about these situations might be difficult for you, that is, what stands in conflict with your values? If you were the only counselor in a rural town such that there was no one to refer these clients to, what would you do to prepare to work with them effectively?

**Group**

1. Discuss this week’s assigned readings, and share any questions you may have on the material.

2. Share your responses to the pre-chapter inventories and your overall reflection on areas you need or would like to strengthen throughout this course and your career.

3. By now you should have received the group case study scenario from your instructor. Begin identifying the ethical issues or challenges involved and applicable decision-making models that could be used. If all members of the group do not agree at first on the ethical issues involved or on appropriate decision-making models, use the disagreement as a way to consider multiple perspectives.

4. Discuss your individual responses to the reflection question assigned above. What is similar and what is different about your responses?

**ONLINE**

The following assignments are to be completed during **Week Two**:

**Individual**

1. Complete the pre-chapter inventories for CCC&C, chapters 3 and 4.

2. Read CCC&C, chapters 3 and 4; H&C, Part III, chapter 2; and AR 1e.

3. Write down any questions you may have on the assigned readings to discuss in your group and with your instructor.

4. Individual case study 1 is due this week. Complete the 2- to 3-page analysis, recommendation, and reflection. Be sure to refer to the assignment overview section of the module (see page 14) and any additional grading rubric and/or guidelines provided by your instructor during Week One in order to ensure you include all the expected criteria.
5. Reflect on the following question: Identify counseling situations that could be difficult for you because of a conflict of values. (For example, you may perceive having difficulty working with a mother who has chosen to sign parental rights of her 2 children over to her father or with a woman accused of abusing her children.) What is it about these situations that might be difficult for you, that is, what stands in conflict with your values? If you were the only counselor in a rural town such that there was no one to refer these clients to, what would you do to prepare to work with them effectively?

Group

1. Discuss this week’s assigned readings, and share any questions you may have on the material.

2. Share your responses to the pre-chapter inventories and your overall reflection on areas you need or would like to strengthen throughout this course and your career.

3. By now you should have received the group case study scenario from your instructor. Begin identifying the ethical issues or challenges involved and applicable decision-making models that could be used. If all members of the group do not agree at first on the ethical issues involved or appropriate decision-making models, use the disagreement as a way to consider multiple perspectives.

4. Discuss your individual responses to the reflection question assigned above. What is similar and what is different about your responses?
CLASS THREE

OBJECTIVES

Upon successful completion of this class, each student will be able to:

1. Articulate the importance of informed consent and confidentiality in counseling.

2. Outline the major components of an informed consent document based on NC licensing board requirements for a professional disclosure statement.

3. Begin to create a professional disclosure statement for use in an LPCA application packet following graduation.

4. Discuss note taking and record keeping as it intersects with confidentiality.

5. Compare ethical standards and applicable laws that govern the practice of professional counseling in NC and nationally.

6. Continue to apply knowledge of ethical standards to practice through analysis of case study scenarios.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

ON-GROUND

Individual

1. Complete the pre-chapter inventories for CCC&C, chapters 5 and 6.

2. Read CCC&C, chapters 5 and 6; H&C, Part III, chapters 1, 3, and 12; and AR 1a, 1d, 1f, 1g, 1h, 1i, and 1j.

3. Write down any questions you may have about the material from the assigned chapters and additional readings to discuss in your group and in class.

4. Individual case study 2 is due this week. Complete the 2- to 3-page analysis, recommendation, and reflection. Be sure to refer to the assignment overview section of the module (see page 14) and any additional grading rubric and/or guidelines provided by your instructor during Class One to ensure you include all the expected criteria.
5. Reflect on the following questions:
   a. What are your concerns or thoughts about being sued someday as a practicing professional counselor? What can you do to decrease the chances of being sued or having an ethical charge brought against you?
   b. In what circumstances/situations would you break confidentiality?

**Group**

1. Discuss this week’s assigned readings, and share any questions you may have on the material.

2. Share your responses to the pre-chapter inventories and your overall reflection on areas you need or would like to strengthen throughout this course and your career.

3. Continue working on the group case study assignment. Brainstorm alternatives possible for solving the ethical dilemma, the resources needed for each alternative, and the possible outcomes of each alternative.

4. Discuss your individual responses to the reflection questions assigned above. What is similar and what is different about your responses?

**ONLINE**

The following assignments are to be completed during **Week Three**: 

**Individual**

1. Complete the pre-chapter inventories for CCC&C, chapters 5 and 6.

2. Read CCC&C, chapters 5 and 6; H&C, Part III, chapters 1, 3 and 12; and AR 1a, 1d, 1f, 1g, 1h, 1i, and 1j.

3. Write down any questions you may have about the material from the assigned chapters and additional readings to discuss in your group and with the instructor.

4. Individual case study 2 is due this week. Complete the 2- to 3-page analysis, recommendation, and reflection. Be sure to refer to the assignment overview section of the module (see page 14) and any additional grading rubric and/or guidelines provided by your instructor during week one in order to ensure you include all the expected criteria.
5. Reflect on the following questions:
a. What are your concerns or thoughts about being sued someday as a practicing professional counselor? What can you do to decrease the chances of being sued or having an ethical charge brought against you?
b. In what circumstances/situations would you break confidentiality?
c. How will you reconcile differences between the code of ethics and the law in your state?

Group

1. Discuss this week’s assigned readings, and share any questions you may have on the material.

2. Share your responses to the pre-chapter inventories and your overall reflection on areas you need or would like to strengthen throughout this course and your career.

3. Continue working on the group case study assignment. Brainstorm alternatives possible for solving the ethical dilemma, the resources needed for each alternative, and the possible outcomes of each alternative.

4. Discuss your individual responses to the reflection questions assigned above. What is similar and what is different about your responses?
CLASS FOUR

OBJECTIVES

Upon successful completion of this class, each student will be able to:

1. Articulate applicable ethical standards pertaining to dual relationships and professional boundaries in counseling.

2. Evaluate counseling case study scenarios and decide when it may be beneficial to a therapeutic relationship for a counselor to make tough decisions such as when to enter a dual relationship, accept a gift from a client, or use bartering.

3. Articulate continuing education requirements for licensed counseling professionals (LPCA, LPC, and LPCS).

4. Integrate various competency requirements of professional counselors into ethical decision making.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

ON-GROUND

Individual

1. Study for the mid-course exam. This exam will cover CCC&C, chapters 1–6; H&C, Part I and Part III, chapters 1, 2, 3, and 12; and AR 2, AR 1a, d, e, f, g, h, i, j.

2. Complete the pre-chapter inventories for CCC&C, chapters 7 and 8.

3. Read CCC&C, chapters 7 and 8; H&C, Part III, chapters 4 and 7; and AR 1b and 1c.

4. Write down any questions you may have about the material from the assigned chapters to discuss in your group and in class.

5. Reflect on the following questions:
   a. Social media presents a new issue related to dual relationships. What is your stance on dual relationships that involve social media outlets such as Facebook or Twitter? What potential dangers do you believe these outlets may create that other dual relationships may not?
b. What would you do if a colleague or supervisor was involved in unethical behavior? What types of behavior would you report? Are there any unethical behaviors you might not report?

c. What are the criteria for determining if a professional counselor is competent? What sources, if any, support these criteria?

Group

1. Study for the mid-course exam. This exam will cover CCC&C, chapters 1–6; H&C, Part I and Part III, chapters 1, 2, 3 and 12; and AR 2, AR 1a, d, e, f, g, h, l, j.

2. Discuss this week’s assigned readings, and share any questions you may have on the material.

3. Share your responses to the pre-chapter inventories and your overall reflection on areas you need or would like to strengthen throughout this course and your career.

4. Continue looking at the group case study project, and continue to make decisions about the course of action the group would take in response to the case study scenario. Begin focusing on the required components of the presentation and how the work will be divided.

5. Discuss your individual responses to the reflection questions assigned above. What is similar and what is different about your responses?

ONLINE

The following assignments are to be completed during Week Four:

Individual

1. Study for the mid-course exam. This exam will cover CCC&C, chapters 1–6; H&C, Part I and Part III, chapters 1, 2, 3 and 12; and AR 2, AR 1a, d, e, f, g, h, l, j.

2. Complete the pre-chapter inventories for CCC&C, chapters 7 and 8.

3. Read CCC&C, chapters 7 and 8; H&C, Part III, chapters 4 and 7; and AR 1b and 1c.

4. Write down any questions you may have about the material from the assigned chapters to discuss in your group and with the instructor.

5. Respond to this week’s Discussion Board prompt. Be sure to post your original response as well as respond to at least 3 classmates’ responses.
Group

1. Study for the mid-course exam. This exam will cover CCC&C, chapters 1–6; H&C, Part I and Part III, chapters 1, 2, 3, and 12; and AR 2, AR 1a, d, e, f, g, h, i, j.

2. Discuss this week’s assigned readings, and share any questions you may have on the material.

3. Share your responses to the pre-chapter inventories and your overall reflection on areas you need or would like to strengthen throughout this course and your career.

4. Continue looking at the group case study project, and continue to make decisions about the course of action the group would take in response to the case study scenario. Begin focusing on the required components of the presentation and how the work will be divided.

5. Discuss your individual responses to this week’s Discussion Board prompt.
CLASS FIVE

OBJECTIVES

Upon successful completion of this class, each student will be able to:

1. Explore ethical standards in the counseling-related roles of supervision and consultation.

2. Compare and contrast ethical standards and ethical issues between counseling and related roles (supervision and consultation).

3. Integrate general ethical standards with specific counseling practices such as the use of assessments, making diagnoses, selecting counseling interventions and techniques, and conducting counseling-related research.

4. Evaluate the purpose and value of assessments, diagnoses, and counseling goals in the overall therapeutic relationship and reflect on multicultural considerations in these areas.

5. Describe the ethical issues surrounding modern technology, including social media and online counseling.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

ON-GROUND

Individual

1. Complete the Code of Ethics comparison paper due this week. Be sure to review the assignment overview section of the module (see page 14) and any additional grading rubric or guidelines given by the instructor to ensure you meet all the criteria.

2. Complete the pre-chapter inventories for CCC&C, chapters 9 and 10.


4. Write down any questions you may have about the material from the assigned chapters to discuss in your group and in class.

5. Reflect on the following questions:
   a. What are your thoughts about being asked to provide therapy in a
context that is outside your training or experience? What if you had received training in the area (such as working with families or substance use issues) but did not have experience yet in that area; would that change your stance? What if it was an area of interest to you, that is, something you wanted to learn more about as a therapist (such as counseling domestic violence survivors)?
b. What would you do if, on your first day of your practicum/internship class, your site supervisor asks you not to reveal to clients that you are an intern?
c. What is your theoretical stance or your personal theory of counseling? How do you view human nature?
d. Is diagnosis important in the counseling process? Why or why not? Are there times that it is and times it is not? Explain.
e. What are some of the problems that could occur in regard to social media involvement and your counseling practice? What are the ethical limitations in online counseling?

Group

1. Discuss this week’s assigned readings, and share any questions you may have on the material.

2. Share your responses to the pre-chapter inventories and your overall reflection on areas you need or would like to strengthen throughout this course and your career.

3. Continue looking at the group case study project, and begin to finalize the project presentation. Decide who will cover which portions of the oral presentation. Determine any additional times and days to meet to practice the presentation.

4. Discuss your individual responses to the reflection questions assigned above. What is similar and what is different about your responses?

5. Discuss the various codes of ethics you focused on in your individual comparison papers and the comparisons and contrasts you identified. Did anyone else in the group focus on the same code of ethics? If so, what was similar and different about your analyses?

ONLINE

The following assignments are to be completed during Week Five:

Individual

1. Complete the Code of Ethics comparison paper due this week. Be sure to review the assignment overview section of the module (see page 14) and
any additional grading rubric or guidelines provided by the instructor to ensure you meet all of the criteria.

2. Complete the pre-chapter inventories for CCC&C, chapters 9 and 10.


4. Write down any questions you may have about the material from the assigned chapters to discuss in your group and with your instructor.

5. Reflect on the following questions:
   a. What are your thoughts about being asked to provide therapy in a context that is outside your training or experience? What if you had received training in the area (such as working with families or substance use issues) but did not have experience yet in that area; would that change your stance? What if it was an area of interest to you, that is, something you wanted to learn more about as a therapist (such as counseling domestic violence survivors)?
   b. What would you do if, on your first day of your practicum/internship class, your site supervisor asks you not to reveal to clients that you are an intern?
   c. What is your theoretical stance or your personal theory of counseling? How do you view human nature?
   d. Is diagnosis important in the counseling process? Why or why not? Are there times that it is and times it is not? Explain.
   e. What are some of the problems that could occur in regard to social media involvement and your counseling practice? What are the ethical limitations in online counseling?

**Group**

1. Discuss this week’s assigned readings, and share any questions you may have on the material.

2. Share your responses to the pre-chapter inventories and your overall reflection on areas you need or would like to strengthen throughout this course and your career.

3. Continue looking at the group case study project, and begin to finalize the project presentation. Decide who will cover which portions of the oral presentation. Determine any additional times and days to meet to practice the presentation.

4. Discuss your individual responses to the reflection questions assigned above. What is similar and what is different about your responses?

5. Discuss the various codes of ethics you focused on in your individual comparison papers and the comparisons and contrasts identified. Did
anyone else in the group focus on the same code of ethics? If so, what was similar and different about your analyses?
CLASS SIX

OBJECTIVES

Upon successful completion of this class, each student will be able to:

1. Compare applicable ethical standards for working with couples, families, and groups with those set forth to guide work with individuals.

2. Evaluate the role of values, gender, and multicultural considerations when working ethically with couples, families, and groups.

3. Continue to apply ethical standards to case study scenarios and choose an ethical decision to follow in the assigned case study.

4. Identify the most critical considerations for a counselor when working with couples, families, and groups, and recommend steps a counselor can take to provide ethically guided counseling services to these populations.

5. Identify the value conflicts that may potentially arise in the counseling practice.

6. Articulate the legal and ethical guidelines of counseling minors.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

ON-GROUND

Individual

1. Complete the pre-chapter inventories for CCC&C, chapters 11 and 12.


3. Write down any questions you may have about the material from the assigned chapters to discuss in your group and in class.

4. Reflect on the following questions:
   a. What are the major ethical problems that counselors working with couples, families, and groups face in their work? How can counselors best prepare for these problems?
   b. If you were to co-lead a group, what characteristics would you look for in a co-leader? Knowing your own characteristics, strengths, and soft spots, what considerations would you make when finding someone to
co-lead a group with you?
c. What are some of the value conflicts that could potentially arise in your counseling practice, and how will you resolve them?
d. What are the legal guidelines for counseling minors, and what are some of the dilemmas that could occur with this population?

5. Individual case study 3 is due this week. Complete the 2- to 3-page analysis, recommendation, and reflection. Be sure to refer to the assignment overview section of the module (see page 14) and any additional grading rubric and/or guidelines provided by your instructor to ensure you include all the expected criteria.

**Group**

1. Discuss this week’s assigned readings, and share any questions you may have on the material.

2. Share your responses to the pre-chapter inventories and your overall reflection on areas you need or would like to strengthen throughout this course and your career.

3. The group presentations are due next week. Be sure your project is reaching its final stages and the group is preparing for the oral presentation portion.

4. Discuss your individual responses to the reflection questions assigned above. What is similar and what is different about your responses?

5. Discuss your individual case study analyses and how your ethical decision making has changed over the course of the course.

**ONLINE**

The following assignments are to be completed during Week Six:

**Individual**

1. Complete the pre-chapter inventories for CCC&C, chapters 11 and 12.


3. Write down any questions you may have about the material from the assigned chapters to discuss in your group and with your instructor.

4. Reflect on the following questions:
   a. What are the major ethical problems that counselors working with
couples, families, and groups face in their work? How can counselors best prepare for these?

b. If you were to co-lead a group, what characteristics would you look for in a co-leader? Knowing your own characteristics, strengths, and soft spots, what considerations would you make when finding someone to co-lead a group with you?

5. Individual case study 3 is due this week. Complete the 2- to 3-page analysis, recommendation, and reflection. Be sure to refer to the assignment overview section of the module (see page 14) and any additional grading rubric and/or guidelines provided by your instructor to ensure you include all the expected criteria.

Group

1. Discuss this week’s assigned readings, and share any questions you may have on the material.

2. Share your responses to the pre-chapter inventories and your overall reflection on areas you need or would like to strengthen throughout this course and your career.

3. The group presentations are due next week. Be sure your project is reaching its final stages and the group is preparing for the oral presentation portion.

4. Discuss your individual responses to the reflection questions assigned above. What is similar and what is different about your responses?

5. Discuss your individual case study analyses and how your ethical decision making has changed over the course of the course.
CLASS SEVEN

OBJECTIVES

Upon successful completion of this class, each student will be able to:

1. Outline the major considerations and components of working in a community mental health organization as a licensed counselor.
2. Identify the roles of licensed counselors in various community settings.
3. Compare the major ethical concerns present when working in community agencies or settings with those discussed in previous weeks.
4. Articulate the ethical issues of working with clients who may harm themselves.
5. Identify the ethical guidelines in research and publication.
6. Demonstrate exemplary oral communication skills in presenting a group case study.

ASSIGNMENTS

ON-GROUND

The following assignments are to be completed prior to this class:

Individual

2. Read CCC&C, chapter 13; H&C, Part III, chapter 8 and 11; and AR 3.
3. Write down any questions you may have about the material from the assigned chapters to discuss in your group and in class.
4. Reflect on the following questions:
   What resources are available in your community that could be useful to the clients you will serve? (Identify a resource for crisis assistance, religious/spiritual guidance, parenting assistance, and one other issue that may be useful to a client population you hope/intend to work with as a counselor). What impact could the ethical guidelines of research and publication have on you as a counselor?
5. Prepare for your individual part in the group case study presentation.
Group

1. Discuss this week’s assigned readings, and share any questions you may have on the material.

2. Share your responses to the pre-chapter inventories and your overall reflection on areas you need or would like to strengthen throughout this course and your career.

3. Be sure your group case study presentation is solid, well prepared, and meets all the assigned criteria.

4. Discuss your individual responses to the reflection question assigned above. What is similar and what is different about your responses?

ONLINE

The following assignments are to be completed during Week Seven:

Individual


2. Read CCC&C, chapter 13; H&C, Part III, chapter 8 and 11; and AR 3.

3. Write down any questions you may have about the material from the assigned chapters to discuss with your group and with the instructor.

4. Finalize your individual contribution to the group case study presentation.

5. Respond to this week’s Discussion Board prompt. Be sure to post your original response as well as respond to at least 3 classmates' responses.

Group

1. Discuss this week’s assigned readings, and share any questions you may have on the material.

2. Share your responses to the pre-chapter inventories and your overall reflection on areas you need or would like to strengthen throughout this course and your career.

3. Be sure your group case study presentation is solid, well prepared, and meets all the assigned criteria.
4. Discuss your individual responses to this week's Discussion Board prompt.
CLASS EIGHT

OBJECTIVES

Upon successful completion of this class, each student will be able to:

1. Synthesize the material covered in the preceding weeks in preparation for completing the final exam for the course.

2. Continue to apply ethical standards and ethical decision-making models to counseling through case study scenarios.

3. Reflect on the changes to and growth in ethical decision making that have occurred throughout the course and complete previous case study analyses.

ASSIGNMENTS

ON-GROUND

The following assignments are to be completed prior to this class:

Individual

1. Prepare for the final exam. This exam will cover CCC&C, chapters 7–13; H&C, Part III, chapters 4–11; and AR 1b, 1c, and AR 3.

2. The final individual case study is due this week along with the 1-page reflection and synthesis of the project. Be sure to review the assignment overview area of the module (see page 14) and any additional grading rubric or guidelines provided by the instructor to ensure all criteria are met.

Group

1. Prepare for the final exam. This exam will cover CCC&C, chapters 7–13; H&C, Part III, chapters 4–11; and AR 1b, 1c, and AR 3.

2. Discuss the results of your individual case study analyses and overall reflections and synthesis of the course.

ONLINE

The following assignments are to be completed during Week Eight:
Individual

1. Prepare for the final exam. This exam will cover CCC&C, chapters 7–13; H&C, Part III, chapters 4–11; and AR 1b, 1c, and AR 3.

2. The final individual case study is due this week along with the 1-page reflection and synthesis of the project. Be sure to review the assignment overview area of the module (see page 14) and any additional grading rubric or guidelines provided by the instructor to ensure all criteria are met.

3. Respond to this week’s Discussion Board prompt. Be sure to post your original response as well as respond to at least 3 classmates’ responses.

Group

1. Prepare for the final exam. This exam will cover CCC&C, chapters 7–13; H&C, Part III, chapters 4–11; and AR 1b, 1c, and AR 3.

2. Discuss the results of your individual case study analyses and overall reflections and synthesis of the course.

3. Discuss your individual responses to this week’s Discussion Board prompt.