# ANTIOCH UNIVERSITY

## SEATTLE

**Ethics and Professional Issues**

**Institutional Information**
Antioch University Seattle
Master of Arts in Clinical Mental Health Counseling (CMHC) Program

**Basic Course Information**
COUN 5180
Ethics and Professional Issues
3 credits (quarter)
(Term, 2020)
Required prerequisites: COUN 5060 Communication and Counseling Skills
(First and last day of the course)
(Meeting times and locations (On Campus, Hybrid (w/ ASYNC & SYNC) and/or Online denoted per date)

**Instructor Information**
(Instructor's name)
2400 3rd Avenue, Suite 200, Seattle, WA 98121
(Individual campus phone number or leave blank for adjunct)
(Antioch email address *(only - Do not include personal or other email address.)*)
Office hours/instructor availability:
(ZOOM Drop-in Hours and link)

**Course Owner and Course Liaison Information**
- **Primary Course Owner/Liaison:**
  Keiko Sano, PhD: ksano@antioch.edu
- **Secondary Course Owner/Liaison:**
  Kim McBride, MA: kmcbride@antioch.edu
- **Course Consultant:**
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**Course Description**

This course will assist students in developing understanding and knowledge of the moral, ethical, and legal standards in clinical practice, as well as the issues involved in becoming a professional member of one of the mental health disciplines. Students will learn to recognize ethical dilemmas, and will gain practice in resolving them. *Prerequisite: Communication and Counseling Skills*.

**Expanded Course Description**

This course equips the entry-level counselor with an understanding of the variety of ethical dilemmas faced in counseling. Students will study legal precedents that have been established in the counseling field and stimulate their self-awareness of personal values and multicultural issues concerning ethical decision-making.

**Program Competencies & Outcomes (PLO's)**
By successfully completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas.

1.      Comprehend the ethical and legal principles that govern clinical practice.
2.      Apply the ethical and legal principles to a variety of case and clinical situations.

<u>**CMHC Student Learning Objectives (SLOs)**</u>

| Student Learning Objectives (CACREP Standards 2016) | Key Performance Indicators | Direct Evaluative Methods |
|---|---|---|
| Identify, examine, critique, and articulate personal values, beliefs, and assumptions that might impact ethical practice as a helping professional. (2.F.1.k, l) | Ability to recognize own values, beliefs, self-care needs, and wellness strategies; Reflection on wellness assessments. | - Self-guided wellness activity assignment and its weekly reflection. |
| Demonstrate knowledge of professional organizations, ethical standards, practice, divisions, branches, and affiliates, as well as current information of professional credentialing, certification, licensure, accreditation practices, and the effects of the labor market and public policy on these issues. (2.F.1, f, g, h, I; 5.C.2.k) | Course readings; Active in-class participations and small group discussions; Appropriate use of professional identity; Understand licensing and credentialing requirements, as well as labor market impact. | - Case study presentation<br>- Professional Informed Consent and Disclosure Statement assignment. |
| Understand ethical issues related to technological competence and use of technology in counseling (2.F.1.j) | Engaging in HIPAA Security and Digital Confidentiality as a Mental Health Professional; Active in-class participation; Demonstration of ethical and legal considerations in using technology. | - Professional Informed Consent and Disclosure Statement assignment. |
| Demonstration ability to locate laws of professional counselor and apply ethical and legal considerations in counseling by practicing ethical decision-making models, including when working with court referred cases. (5.C.2.i, k, l; 5.C.3.c) | Course readings; Demonstration of identifying appropriate ethical codes and laws; Application of ethical decision-making models; In-class participation; Case studies. | - Wellness activity assignment.<br>- Case study presentation.<br>- Professional Informed Consent and Disclosure Statement assignment.<br>- Ethical decision-making model assignment. |
| Practice suicidal and crisis intervention models and strategies in case studies and roleplay (2.F.5.I; 2.F.7.c) | Course readings; Skill performance and observation; Demonstration of understanding suicidal/crisis intervention strategies. | - In-class case studies and roleplay.<br>- Case study presentation. |
| Demonstrate understanding of ethical issues in multicultural contexts, clinical relationships, practices, assessments, training, supervision, and research in counseling. (2.F.1.e, m; 2.f.5.d; 5.C.2.j) | Course readings; Active in-class participations and small group discussions; Demonstration of self-awareness in multicultural contexts; Application of culturally sensitive | - Case study presentation<br>- In-class case studies and roleplay |

| | strategies in identifying and responding to ethical dilemmas. | - Professional Informed Consent and Disclosure Statement assignment. |
|---|---|---|
| Demonstrate understanding how history development of CMHC helps define professional roles, functions, and responsibilities in the community and healthcare systems in advocating on behalf of the profession and collaborating with other human service providers. (2.F. 2. a, b, c, d; 5.C.1.a; 5.C.2.m; 5.C.3.d) | Active in-class participations and small group discussions; Demonstration of understanding of the roles of a CMHC in referral, collaboration, advocacy, and boundaries as a mental health professional. | - Case study presentation.<br>- In-class case studies.<br>- Professional Informed Consent and Disclosure Statement assignment. |
| Discuss advocacy processes and strategies to address institutional and social barriers that impede access, equity, and success for clients. (2.F.2.e; 5.C.3.e) | Course readings; active in-class participations and small group discussions; Self-awareness of professional roles and privileges; Understanding of advocacy strategies for persons with mental health concerns and social barriers. | - Case study presentation.<br>- In-class case studies.<br>- Professional Informed Consent and Disclosure Statement assignment. |

## CFT COMPETENCIES (DOMAIN #7)

CFT Student Learning Objectives (SLOs) - Out of the five SLOs in the CFT Program, the following SLOs will be addressed in this course:
● SLO-1: CFT students demonstrate knowledge relevant to individual, couple, and family therapy
● SLO-2: CFT students demonstrate skills relevant to individual, couple, and family therapy
● SLO-4: CFT students demonstrate ethical behavior
● SLO-5: CFT students demonstrate awareness and sensitivity regarding diverse populations

More specifically, by successfully completing the requirements for this course, students will be able to:
● Comprehends the ethical and legal principles that govern the field of mental health.
● Applies the ethical and legal principles to a variety of cases and clinical situations.

**Demonstration of Competency** (this assignment is the main demonstration of the student's gained competency in this course; the student includes this assignment in their portfolio): **COUNSELOR DISCLOSURE STATEMENT/ETHICAL PROFILE**

### Learning Experiences

*Pedagogical Design*: This course is a mix of didactic and experiential learning. This course focuses on understanding the intention of utilizing counseling skills and, then, effectively utilizing these skills in practice. Students will learn via lectures, discussions of the readings and their application to particular scenarios, selected film(s), student presentations, and experiential exercises.

Because of the experiential learning inherent in this course, the instructor uses an emergent design

process, which means that the instructor may change the design of the course depending upon group and class development needs. The instructor will discuss this process with student participants.

***Please be aware that this syllabus is a 'living document' and is eligible for change and alteration at ANY TIME (at the Instructor's discretion).***

## Course Requirements

To obtain credit for this course, students must meet minimum attendance, scholarship, and competency standards. To achieve a particular level of competence for the course, students must *actively* participate in seminar and case study discussions and complete the assignments listed below.

See respective rubrics for specific assignment requirements and assessment information.

1) Self-Guided Wellness Activity and Journal
2) Integrated Case Study Presentation (Group) and Paper (Individual-Paper is primary document demonstrating competency)
3) Person-Centered Tech courses. Approximately 10 hours of online studying required. Take final Test.
4) Professional Informed Consent and Disclosure Statement
5) Ethical Decision-Making Model

## Reading Assignments

A schedule of readings and online course work is listed in the "course outline" and should be completed prior to the listed class date. It is expected that students will integrate their readings into class activities, written submissions, as well as a foundation to their developing theory of counseling and change. Since this course presumes prior understanding to relevant counseling theories, it is expected that students will review prior course materials as needed. Finally, readings will be posted periodically on Sakai (as well as other resource materials) and should be checked frequently for updates.

## Written Assignments

Completion of written assignments will be typed, double-spaced, proofed, written in MS Word, and reflect graduate competency in both technical and grammatical arenas utilizing APA 7th format. Students will submit papers via Sakai Assignment folder.

Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique. All assignments are expected to be on time. Assignments that receive "partial credit" or "no credit" will be considered below graduate level work, and place the student in jeopardy of not receiving credit for the course. Students will have the opportunity for one revision, per paper. Further revisions are at the discretion of the instructor.

**Assignment 1: Self-Guided Wellness Activity**, *Due Week 3*

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. The 2014 American Counseling Association *Code of Ethics,* in Section C.2.g, states in part, "Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired."

The "Self-Guided Tour toward Personal Wellness and Stress Management," as posted in Sakai, is designed to highlight the importance of a healthy lifestyle in maintaining an efficient and ethical stance with others. It is by no means inclusive, however, the activities will attempt to join you in a "health" experience regarding your personal wellness over this quarter. The slides are designed to be experiential and fun (in the spirit of wellness) with activities and assignments to either remind you of what you already know, or stimulate growth in new areas as you continue your growth as a counseling professional.

Maintaining a holistic lifestyle when working through life struggles for both yourself and your clientele is not only a reminder of the difficulty associated with personal change, but illustrates the importance of wellness when promoting the same for others. See the Wellness Assignment Instructions for specific assignment requirements.

**Assignment 2: Integrative Case Study Presentation and Outline (*Outline is due before presentation)*** 
Students will sign up for presentation dates in dyads/triads during the first class session. Cases will be assigned the week prior to the presentations. Presentations will include an integrated response and ethical analysis of the assigned case:
- identify and assess the ethical dilemma(s);
- identify and discuss the relevant
  - ethical principles,
  - Washington State laws (RCW's, WAC's),
  - Federal Law (HIPAA),
  - Case Law, and
  - ethical codes (from three different 'Code of Ethics')
- identify at least 3 potential courses of action and potential outcomes; and
- identify the best course of action.

For specific assignment criteria, see the rubric. Presentations will be interactive with class peers and no longer than 30 minutes in length.
Outline of your presentation is due before your presentation, and presentation powerpoint should be uploaded on Sakai, Resource page, "Case Study Presentation Powerpoint" folder.

**Assignment 3: Person-Centered Tech - *Complete by week 9***

Group discussions will include learning and experiences in the online 10 hours of study. Take a final test online. Certificate will be submitted on Sakai, Assignment folder.

**Assignment 4: Professional Informed Consent and Disclosure Statement*, Due week 10***

Students will submit a Professional Informed Consent and Disclosure Statement that reflects, the student's grasp of the ethical issues discussed during the course as well as knowledge of relevant state laws and codes governing private practice. It should reflect the student's current thinking about what and how much they wish to disclose to clients before the commencement of treatment. For specific assignment criteria, see the rubric.

The intent of this assignment is to develop a foundation of the Counselor Disclosure Statement for use future clinical careers. For specific assignment criteria, see the specific assignment instructions on Sakai

Resource page – "Assignment" folder.

**Assignment 5: <u>Ethical Decision Making Model</u>*, Due week 10*

Students will submit an ethical decision-making model they plan to use in clinical practice. For specific assignment criteria, see assignment instructions. (1 page, Bullet-point)

**<u>Final Assessment</u>**
All students will receive a final assessment of their overall competency for this course based on a mastery model of accomplishment—on student's ability to demonstrate an increased capacity to understand and apply the learning material as they progress through this course. Hence, as students demonstrate this progression, they will receive a level of competency attainment for the course that is commensurate with the quality of their final demonstration of learning. <u>Refer to the Appendices and APA Writing Style Rubrics.</u>

**<u>Learning Resources</u>**

| Required Textbooks & Readings | |
|---|---|
| **Book Titles & Authors** | **ISBN** |
| Welfel, Elizabeth (2016). *Ethics in Counseling and Psychotherapy* (6<sup>th</sup> ed.). Cengage Learning | **ISBN-13:** 978-1305089723 **ISBN-10:** 1305089723 |
| **ETHICAL CODES REQUIRED** The ethical codes listed below are on Sakai in the Resources section. *Please have copies available to you during class for referencing during case studies and discussions.* <ul><li>The American Counseling Association Code of Ethics (2014)</li><li>American Association of Marriage and Family Therapist's Code of Ethics (2015)</li></ul> | (Posted on Sakai) |
| **REQUIRED** $10 fee payable to Person Centered Tech (https://personcenteredtech.com); access code will be provided the first day of class. Approximately 10 hours of online studying required. | |
| ***Other required readings (articles, chapters, etc.) will be posted on Sakai. | |

**APA Writing Resources**

American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Author.

**Additional Recommended Reading**

See Appendix A.

**Course Requirements**

1. Adherence to Antioch University Seattle procedures stated in the syllabus and defined in the Antioch University Seattle Catalog: http://www.antiochseattle.edu/registrar/aus-catalog/

2. Submitting ALL course assignments on time—**late work is not accepted** unless emergency documentation is provided.

3. Course Evaluations: Students evaluate all courses during mid-term and at the end of the quarter. The final course evaluation is required for all students in all courses.

Additionally, to earn credit for this course, all students must meet minimum attendance (students should not miss any classes unless emergency documentation is provided; missing more than one class will result in a failing grade for this course), scholarship, and competence standards. These requirements are as follows:

**Attendance**: Students are expected to attend all scheduled classes. Failure to attend more than 90% of the class meeting time, or 27 clock hours, will result in no credit for the course (Antioch Seattle University Catalog). If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class.  It is the policy of the instructor that students who are more than 15 minutes late will receive a loss of attendance for that class period.

**Active participation** in class exercises and discussions. (e.g., to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to group membership and leadership experiences, seeking out and being open to feedback, and showing respect for the entire class as a community of learners).

**Complete assigned readings** (see CLASS SCHEDULE below).
Read all assigned material *before* the class meeting each week.

**Complete all assignments** by due date (see CLASS SCHEDULE below).
Written work should be typed and turned in *hard copy*, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas; **Papers should reflect APA 7th edition format** where applicable (all citations, even in refection papers, must follow APA)**.**

Students are expected to **demonstrate graduate level** analytical thinking as well as self-reflection and self-critique.

Assignments are expected to be **on time**. Assessments that do not follow APA writing guidelines will be considered below graduate level work and will place the student in jeopardy of not receiving credit for the course. Instructor may ask students to re-write papers when necessary and students will likely receive an average of the two posted marks.

**Course Assignments and Schedule**
The schedule of assignments and course content are subject to change at the discretion of the faculty member. Please be available during Week Eleven to accommodate any required changes in schedule

(e.g., in response to emergency situations).

## CLASS SCHEDULE

The schedule assignments and course content are subject to change at the discretion of the faculty member(s).

| Week No. and Date | Topics & Activities | Reading (Before the Class) | Assignment |
|---|---|---|---|
| Week 1 **Date** | **Introductions and Course Overview** <br> • Assignment / Rubrics <br> • Case Analysis Form & Presentation Sign-up | • Syllabus, Rubrics <br> • Ethical Codes (ACA/AAMFT) | |
| Week 2 **Date** | • Ethical Decision Making <br> • Multicultural Competence <br> • Self-Care and Wellness for Counselors | • Welfel (Chapters 1, 2, & 3) <br> • Sakai | • Preparation for Wellness Assignment <br> • Online Study |
| Week 3 **Date** | • Competence <br> • Confidentiality <br> • HIPAA (Introduction) | • Welfel (Chapters 4 & 5) <br> • Sakai | • Written wellness assignment <br> • Online Study |
| Week 4 **Date** | • Informed Consent <br> • Duty to Protect/Warn <br> • Informed Consent Role Play <br><br> *Integrated Case Study Presentation* | • Welfel (Chapter 6) <br> • Sakai | • Online Study |
| Week 5 **Date** *Mid-Quarter Evaluation* | • Professional Boundaries <br> • Multiple Relationships <br> • Groups, Couples, Families <br><br> *Integrated Case Study Presentation* | • Welfel (Chapters 7, 8, & 9) <br> • Sakai | • Online Study |
| Week 6 **Date** | • Conflict of interest <br> • Suicide Intervention and Crisis Counseling <br><br> *Integrated Case Study Presentation* | • Welfel (Chapter 12 & 13) <br> • Sakai | • Online Study |
| Week 7 **Date** | • Suicide Intervention Role Play <br> • Supervision and Consultation | • Welfel (Chapter 14) <br> • Sakai | • Online Study |
| Week 8 **Date** | • Assessment/Diagnosis <br> • Managed Care <br><br> *Integrated Case Study Presentation* | • Welfel (Chapter 10 & 15) <br> • Sakai | • Online Study |
| Week 9 **Date** | • Counseling & Technology <br> • HIPAA (Review) <br><br> *Integrated Case Study Presentation (Preview of Professional Disclosure)* | • Sakai | • Online Study (Final) *Upload Certificate to Sakai Assignment Folder |
| Week 10 **Date** | • *Wellness Reflections* <br> • *Misconduct* <br> • *Ethics Complaints* | • Welfel (Chapter 11) | • Ethical Decision-Making Model <br> • Professional |

| End of Qtr. Evaluation | • *Termination with Clients* | | Disclosure |
|---|---|---|---|
| Week 11 Date | *Please reserve this class session in case of unforeseen circumstances that might occur during the quarter.* | | |

**Scholarship**
Completion of written assignments should be typed, double-spaced, proof read, and reflect graduate competency in both technical and grammatical arenas utilizing APA format.  Students should submit papers electronically through Sakai ("Assignments").  All written papers must conform to M.A. Psychology style and writing standards of graduate level scholarship.  Failure to adhere to these standards of scholarly writing will result in the automatic return of a paper. No students will be permitted more than one opportunity to re-write a paper that fails to meet M.A. Psychology scholarship standards.  No re-written final papers will be accepted beyond the end of the eleventh week of the quarter.


**Competency**
All students are expected to demonstrate Required Competency in order to receive credit for the course.  Students will be evaluated with regard to the quality and professionalism expected of counseling professionals.  Prompt attendance, reflective preparation, demonstration of willingness to learn basic counseling skills, peer collaboration, receive and provide feedback, and synthetic thinking are aspects of professional counselors and expected of students throughout the course.  Evaluative feedback will occur both in person and in written throughout the quarter.


**CFT/CMHC/CAT COURSE & PROFESSIONAL COMPETENCY ASSESSMENT CRITERIA**
**COURSE COMPETENCY**: In order to be granted credit for a specific course, at a minimum, all CFT, CFT/CAT, CMHC, CMHC/CAT students must demonstrate an overall "Required Competency".

**CFT/CFT-CAT STUDENTS:** Additionally, in order to successfully move into the internship year and to graduate, students must demonstrate overall "Intermediate Competency" in 50% of courses within each of the nine competency domains for the CFT program.  A comprehensive student review by the faculty occurs early and various points in their progress through the curriculum. If the student falls below competency in any of the courses or if the student fails to achieve intermediate competency in a minimum of 50% of courses within one or more competency domains, a Student Development Plan (SDP) will be implemented, in collaboration with their advisor, to map out specific steps toward academic improvement.

**CMHC/CMHC-CAT STUDENTS:** Additionally, in order to successfully move into the internship year, students must demonstrate an overall "Intermediate Competency" in at least 50% of "required" courses to date, and in order to successfully graduate the student must demonstrate an overall "Intermediate Competency" in at least 75% of "required" courses. A comprehensive student review by the faculty occurs at early and midpoints in their progress through the curriculum. If the student falls below competency in 50% of "required" courses as they prepare to enter internship, a Student Development Plan (SDP), will be implemented, in collaboration with their advisor, to map out specific steps toward academic improvement.

**PROFESSIONAL CORE COMPETENCY:** In addition to the competencies specific to each course, CFT/CMHC students are also evaluated on 5 areas of **Professional Core Competencies (PCC)**, with subsidiary **Skill or Knowledge Domains (SKD)**, to be demonstrated in each course and throughout their

graduate counseling or therapy experience with peers, faculty, clients, and colleagues. These Professional Core Competencies are:

**PCC – Professionalism and SKD – Professional:**
Adheres to the ethical guidelines of AAMFT/ACA. Behaves in a professional manner towards supervisors, instructors, peers, and clients (e.g. emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

**PCC - Reflective Practice and SKD – Perceptual:**
Demonstrates capacity to engage in self-analysis, flexibility in thinking, sitting with abstract concepts and complexity.  Exhibits ability to take responsibility for behavior, choices, and mistakes.

**PCC - Applied Critical Thinking and SKD - Conceptual/Evaluative:**
Able to recognize multiple sides of an issues, tolerate ambiguity, accept situations which require flexibility in thinking and creative solutions.

**PCC - Diversity and Social Justice and SKD – Executive:**
Demonstrates awareness, knowledge, and skills of both self and other, in relation to working with individuals, groups and communities from various cultural backgrounds and identities. Works to dismantle systems of marginalization, domination, oppression, and consciously resists engaging in micro-aggressions. Micro-aggressions for these purposes are defined as; subtle or overt communications lacking in cultural awareness that humiliate, offend, or invalidate a person verbally or nonverbally, intentionally or unintentionally

**PCC - Written Communication and SKD – Conceptual/Evaluative:**
Writes clearly, professionally and reflectively; integrates personal and academic material. Presents ideas and information in an organized format. Demonstrates Master's level technical writing skills and APA style. Does not engage in plagiarism of any type.

Depending on the reasons for failing a course, or not meeting Course or Professional Competency Standards required for CFT/CMHC/CAT Assessments as outlined above, a student might be required to re-take a class, to engage in additional learning in an area assessed at a lower competency level, or in some cases to take a leave of absence to address personal issues, which under certain circumstances might include involving themselves in their own personal counseling.

**Definitions of Competency Levels**

**"Below Competency"** reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria. Failure to meet minimum attendance, graduate-level of written work, submission of assignments, and contribute practice lab sessions.  A lack of self-awareness, cultural awareness, and harmful use of counseling skills and interactions with peers.  Defensive attitude toward feedback.

**"Required Competency"** indicates beginning sufficiency in meeting the criteria specified in the syllabus with no major difficulties in terms of the defined criteria.  Minimum attendance is met, all the

assignments are submitted with graduate-level of written work, and participated all the in-class practice lab sessions.  Receive and provided feedback effectively, and demonstrate multicultural awareness.  Required Competency is achieved through the satisfactory completion of all course assignments and the quality of class participation and professionalism. The expectation is that all work will be submitted on or before the date it is due (*unless there is a prior arrangement with the instructor, written work submitted beyond the due date will not be accepted*).  As a mastery-learning course, assignments will be returned with a **P** (Pass) or **I** (Incomplete).  Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Academic dishonesty will be penalized in accordance with AUS policies.

**"Intermediate Competency"** denotes the student has met the "Required Competency" criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria.  Demonstrate insightful reflections, synthetic and critical thinking, and active risk-taking in practicing new skills.  Reflection papers including intrapersonal challenges and developments, as well as multicultural awareness and competency.  Integrate feedback to professional development in both oral and written presentations.

**"Advanced Competency**" is reserved for practicum/internship coursework.


**Counselor Competency & Fitness**

Antioch University is obligated, as a CACREP-equivalent institution, to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised.  The 2014 American Counseling Association *Code of Ethics*, Section F.5.b. states that "students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others.  They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work."

Section F.8.d. states Addressing Personal Concerns Counselor that "educators may require students to address any personal concerns that have the potential to affect professional competency."  Further, Section F.9.b. states "Counselor educators 1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

In this course, you are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately.  You will be informed by your instructor if your performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities.  You are encouraged to seek professional assistance and notify your instructor if you feel that your work is being compromised.

- · Reading assignments with due dates
- · Assignments (papers, projects, exams, presentations) with dues dates

**Audio- or Video-recording of Classes**

Your instructor may identify times when recording a class session may have educational or academic value.  In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded.  Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

**Evaluation Procedures**

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.

2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.

3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.

4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

5. E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.

6. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-

matriculated or visiting students.

Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

**University Policies:** Antioch University Policies:

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others.  All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/

Questions about policies may be directed to Jane Harmon Jacobs, Academic Dean, Jharmonjacobs@antioch.edu or 206.268.4714.

**Reasonable Accommodation for Students with Disabilities**

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008.  Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact Jill Haddaway, Disability Support Services Coordinator: 206-268-4822 or dss.aus@antioch.edu.

**Library Services and Research Support**

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you will find books carefully selected to help you in your academic pursuits. In addition, you will also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, http://www.antiochseattle.edu/library.  Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206-268-4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research.

Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206-268-4507 or bstuart@antioch.edu.

**Writing Support at Antioch University**

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch.  Students at AUS have multiple venues for *free* **writing support**:

**Writing Lab (room 323 Library/CTL)**
The Writing Lab offers *free* peer-based writing consultations (schedule directly online at https://antiochctl.mywconline; call 206-268-4416; or email writinglab.aus@antioch.edu) and drop in hours. They also conduct workshops and maintain resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by students here. Check their website for future workshops on topics related to academic writing.

**The Virtual Writing Center (VWC)**
The VWC is located at antioch.edu/vwc and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing vwc@antioch.edu.

**The Writers' Exchange (WEX): fee-based writing support**
The Writers' Exchange (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at wex.antioch.edu.
All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.

**Appendix A**

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**Appendix B**

## GUIDELINES FOR FEEDBACK

*(Modified with Wood, 2017)*

Feedback is information that flows between people that has to do with their interaction in the here and now. Effective feedback is information that:

1. Can be heard by the receiver (as evidenced by the fact that s/he does not get hurt, defensive, etc.).
2. Keeps the relationship intact, open, and healthy (though not devoid of conflict and pain).
3. Validated the feedback process in future interaction (rather than avoiding it because "last time it hurt").

## Giving Feedback

| Effective Feedback | Ineffective Feedback |
|---|---|
| Comes as soon as possible after the behavior. | Is delayed, saved up or dumped. |
| Refers to behavior the receiver can do something about. | Refers to behaviors over which the receiver has little or no control. "Your southern accent is very annoying." |
| Direct, objective, from sender to receiver. | Indirect; ricocheted ("Tom, how do you feel when Jim cracks his knuckles in session?) |
| Describes the behavior specifically: "I observed your voice is louder when you were telling the client…" | Uses judgmental statements: "You were being rude to the client." |
| Uses "I" messages – the sender takes responsibility for his or her own thoughts, feelings, and reactions. "I think," "I observed…" | "Ownership" is transferred to "people," "everybody," "we," etc: "Everybody thinks you ask too many closed questions in session." |
| Recognizes that this is a "process," that an interaction between the sender and receiver can occur at any moment. | No recognition of the need to process the feedback. |
| Be sensitive with cultural dynamic between sender and receiver and be curious in addressing your cultural awareness. "I wonder if that was | Ignore cultural dynamic between sender/receiver or counselor/client. |

influenced by cultural difference…," "I am curious how your culture perceive …"

**Receiving Feedback**

| Effectively Receiving Feedback | Ineffectively Receiving Feedback |
|---|---|
| **Open:** listens without frequent interruption or objections. | **Defensive:** defends personal action, frequently objects to feedback given. |
| **Responsive:** willing to hear what's being said without turning the table. | **Attacking:** verbally attacks the feedback giver and turns the table. |
| **Accepting:** accepts the feedback, without denial. | **Denies:** refutes the accuracy or fairness of the feedback. |
| **Respectful:** recognized the value of what is being said and the speaker's right to say it. | **Disrespectful:** devalue the speaker, what the speaker is saying, or the speaker's right to give feedback. |
| **Engaged:** interacts appropriately with the speaker, asking for clarification when needed. | **Closed:** ignores the feedback, listening blankly without interest. |
| **Active listening:** listens carefully and tries to understand the meaning of the feedback. | **Inactive listening**: makes no attempt to "hear" or understand the meaning of the feedback. |
| **Thoughtful:** tries to understand the personal behavior that has led to the feedback. | **Rationalization:** finds explanations for the feedback that dissolve any personal responsibility. |
| **Interested:** is genuinely interested in getting feedback. | **Patronizing:** listens but shows no real interest. |
| **Sincere:** genuinely wants to make personal changes if appropriate. | **Superficial:** listens and agrees. But gives the impression that the feedback will have little actual effect. |
| **Appreciate:** willing to consider multiple perspectives. | **Dismiss:** ignore or unwilling to consider multiple perspective. |

## Appendix C

## Assignments Rubric

| Assignment | Intermediate Competency | Required Competency | Below Competency |
|---|---|---|---|
| **Wellness Assignment** | Student demonstrates nuanced reflection on how they will integrate wellness practices into a sustainable wellness plan in support of future counseling practices and knowledge of how counselor wellness impacts counselors, clients, colleagues, and best ethical clinical practices. | Student demonstrates basic reflection on how they will integrate wellness practices into a sustainable wellness plan in support of future counseling practices and knowledge of how counselor wellness impacts counselors, clients, colleagues, and best ethical clinical practices. | Student demonstrates insufficient reflection on how they will integrate wellness practices into a sustainable wellness plan in support of future counseling practices and knowledge of how counselor wellness impacts counselors, clients, colleagues, and best ethical clinical practices. |
| **Integrated Case Study Oral Presentation** | Addresses all aspects of the assignment. Well thought out and well researched. Main ideas are clear and well developed. Thorough process is well articulated and verbally presented. Intermediate level handout given to peers. PowerPoint Presentation was well presented with appropriate APA style citations. | Addresses all aspects of the assignment. Well thought out but more research needed. Main ideas are developing. Oral Presentation was adequate. Group handout was given to peers. PowerPoint Presentation was presented. | Some prompts or questions are not addressed. Research are not appropriate. Main ideas are unclear. Verbal presentation was not at a graduate level standard. No handout given to peers. No PowerPoint Presentation. |
| **Professional Informed Consent and Disclosure Statement** | Addresses all aspects of the assignments and meets graduate levels of work. Minimum grammar mistakes. Course learnings are effectively applied and demonstrates critical thinking. Well organized and developed. Demonstrates multicultural sensitivity/considerations. | Addresses all aspects of the assignments and meets graduate levels of work. Course learnings are applied. Timely submission. | Some required elements are not addressed. Multiple grammar mistakes. Unorganized and/or lack of demonstration of critical thinking or multicultural considerations. |

**Appendix D**

COUN5180-1: Ethics and Professional Issues
**Assignment:  Wellness Reflections**

Student name _____ Date _____

| Class Reflections: | *Intermediate Competency* | *Required Competency* | *Below Competency* | *Additional Comments* |
|---|---|---|---|---|
| Reflected on own experience | | | | |
| Multicultural considerations (values, beliefs, biases, blind spot, etc.) | | | | |
| Identified relevant ACA or AAMFT ethics codes related to counselor/therapist wellness | | | | |
| Described intentions for sustainable wellness during this quarter | | | | |
| Described intentions for sustainable wellness as you prepare to enter clinical practice | | | | |
| Demonstrated basic reflection on how you will integrate wellness practices into a sustainable wellness plan | | | | |
| Demonstrate knowledge of how counselor wellness impacts counselors, clients, colleagues, and best ethical clinical practices | | | | |
| Demonstrated openness to feedback | | | | |
| Length & APA | | | | |
| Timely Submission | | | | |
| Overall Quality | | | | |

**Appendix E**

COUN5180-1: Ethics and Professional Issues
**Assignment: Group Proposal Presentation**

Student name _____ Date _____

| | Intermediate Competency | Required Competency | Below Competency |
|---|---|---|---|
| Summarize and describe the nature, dimensions of the essential elements of the case and the ethical dilemma(s)/ problem(s) presented in the case. | | | |
| Identify and discuss the relevant ethical principles. | | | |
| Identify and discuss relevant, specific, current ACA and/or AAMFT ethical codes. | | | |
| Identify and discuss relevant Washington state laws (RCW's, WAC's), case law, and HIPAA. | | | |
| Identify and discuss three potential courses of action and potential outcomes for each option. | | | |
| Identify the best course of action and explain your reasoning. | | | |
| Reflect on how your analysis of this case will impact your future clinical work and your ongoing development as a mental health counselor/therapist. | | | |
| Regular and thoughtful use of appropriate quotations, citations, or other summaries of conceptual material using APA or Antioch APA format. | | | |
| Clarity of description and expression; use of proper language/ conventions. | | | |
| Demonstrated mastery of course materials (lectures, readings, discussions). | | | |
| Presentations are limited to 30 minutes. | | | |
| Presentations include case analysis (per Case Analysis Guide), references on PPT slides, and class discussion of case. | | | |

**Appendix F**

COUN5180-1: Group Ethics and Professional Issues
**Assignment: Final Synthesis Paper**

Student name _____ Date _____

| | Intermediate Competency | Required Competency | Below Competency |
|---|---|---|---|
| Personal introduction: education/training/experience, theoretical approach | | | |
| Informed Consent: Potential risks and benefits of participating in therapy | | | |
| Ongoing supervision and consultation | | | |
| Boundaries of professional relationship | | | |
| Financial responsibility policy and procedures | | | |
| Appointment scheduling, after-hours contact, crisis resources | | | |
| Notification of therapist vacations/scheduled time away from practice | | | |
| Disclosure of Transfer Agreement/Professional Will | | | |
| Termination of therapy | | | |
| Record keeping | | | |
| Consent of treatment of minors (if applicable) | | | |
| Social media and use of electronic communication policy Online/distance therapy (if applicable) | | | |
| Notice of privacy practices, Uses & disclosures of your healthcare information, Counseling or hypnotherapy clients | | | |
| Ethical Decision Making Model (Submit Separately) | | | |
| Timely Submission | | | |