

**Ethics and Professional Practice**  
**Metropolitan State University**  
**HSCD 603-01 Fall 2021 (2 credits)**

**Meeting Times**

Synchronous sessions: Saturdays, Sep 25; Oct 9, 23; Nov 6, 20; 9am-3pm, via Zoom  
This is a synchronous online course with substantial online assignments and participation between synchronous sessions.  
Last date to drop: Sep 25  
Last date to withdraw: Nov 13

**Faculty**

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Remind app/remind.com for this course: @603fa21  
Social Media: ProfLibbyMetro

**Purpose of the Course**

*Course Description*

This course provides advanced understanding of the ethical and professional responsibilities of counselors who work with those affected by substance use disorders and co-occurring disorders. The course explores the ethical decision-making process, codes of professional conduct, and application to specific clinical cases. Emphasis is placed on thoughtful consideration of ethically ambiguous and/or morally charged situations, on engaging in dialogue with peers to help resolve them, and on each student's personal and cultural biases as they affect decision-making. Attention is also given to the role of self-care in maintaining professionalism.

Prerequisite: Acceptance into the graduate program.

*Competence Statement*

Students are conversant with the theory and practice of ethical decision-making, and can apply them in clinical settings to resolve challenging ethical issues in a manner that is consistent with best practices and protects the vulnerable.

## Learning Outcomes

Having completed this course, students:

- examine and employ the components of critical thinking with regard to professional ethics;
- distinguish among perspectives on ethical decision-making, and analyze the foundations of their own ethical decision-making;
- examine the role of privilege and the history of inequity, particularly race, class and gender inequity, in how ethical dilemmas and complaints are addressed;
- consider morally, ethically, legally and emotionally challenging situations germane to substance use disorders and co-occurring disorders counseling, and determine and implement solutions;
- create a framework for ethical decision-making that includes a statement of core values, a set of processes for addressing ethical challenges, and a critique of personal biases that could compromise optimal decision-making;
- review codes of conduct, from Minnesota statute and national professional associations, for alcohol and drug counselors and professional counselors;
- examine current context for self-care practices from the perspective of maintaining professionalism and clinical effectiveness;
- develop and implement health and wellness practices in a context that is consistent with personal core values and informed by compassion.

## Learning Strategies and Activities

Self-Evaluation

Review of Texts and Scholarly Literature

Reflective and Academic Writing

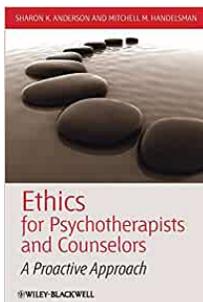
Synchronous and Asynchronous Online Discussions

Case Presentations

## Texts, Materials, Media and Resources

### Required Textbook

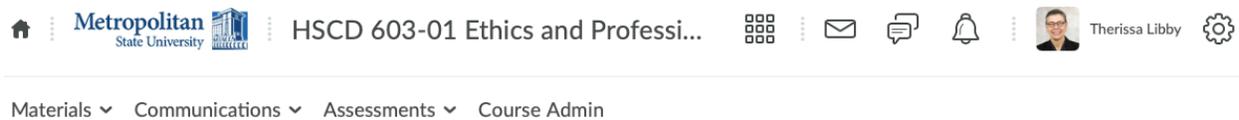
Anderson, Sharon K. and Mitchell M. Handelsman (2010) *Ethics for Psychotherapists and Counselors*. Chichester, West Sussex, UK: John Wiley & Sons, Ltd. NOTE: Referred to in Course Schedule as **A&H**.



[image description: covers of the textbook]

### *D2L Brightspace and Zoom*

This course includes synchronous (videoconference via Zoom) and asynchronous (in D2L) elements. You will make extensive use of both Zoom and D2L Brightspace throughout the course for a variety of purposes. **If you are not familiar with Zoom and/or D2L, or if you have concerns about your access to technology or the Internet, please see me right away.** You can obtain help with Zoom and D2L from Metro State's Center for Online Learning (COL), [online.learning@metrostate.edu](mailto:online.learning@metrostate.edu). This course utilizes certain web-based learning objects to enhance online discussions and presentations and will particularly make use of [VoiceThread](#). Instructions on using such tools are included in D2L.



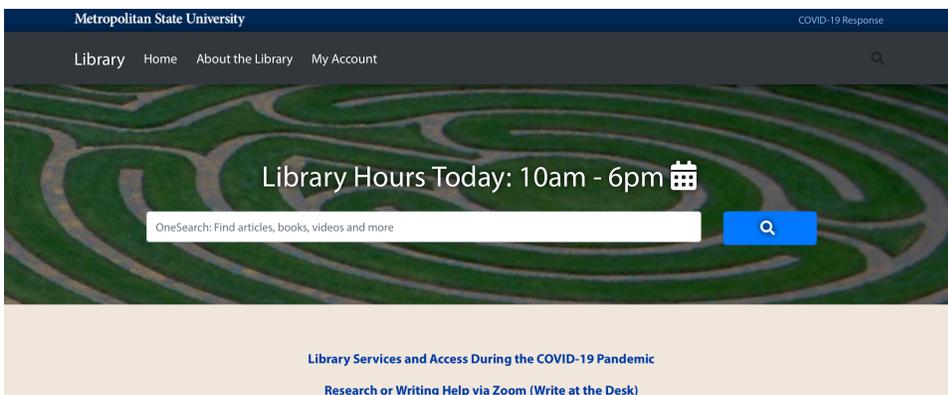
[image description: the header of the D2L landing page for this course]

### *Additional Reading Assignments and Discussions*

Some combination of book chapters, journal articles and audio or video materials will be posted in D2L.

### *Library*

Building skill in performing research online will be **essential in each of your graduate classes**. The Metro State Library has many resources, including search engines, databases, collections and instructional videos. For individual questions or instruction, see <https://www.metrostate.edu/library/help>. I particularly recommend their **Write @ the Desk** service.



[image description: the main page for the Library on the Metro State website]

### *Remind (optional)*

Remind is used for text-based communication. The instructor sends out announcements via remind and will make every effort to respond to Remind texts before the end of the day they are sent. Download the [Remind app](#) or go to [the Remind website](#), set up an account and join class @603fa21. **This is optional**, you are not required to sign up for Remind.

## **Assignments and Evaluation Criteria**

### *Journal Entries*

This course makes use of reflective writing as part of integrating prior experience, academic study and professional acculturation. Questions for reflection will come from the Anderson and Handelsman text and other course materials and activities. Journal entries will be scored on completeness and thoughtful consideration of the questions/issues. Entries may be submitted as Word documents (~600 words) or audio files (~5 minutes). For further information, see the instructions for each individual entry in D2L. Score: 3 entries x 40 points each = 120 points

### *Abstracts*

Ethical practice includes familiarity with research, including research on salient ethical issues and challenges. Students will use the online research databases PsycINFO, PubMed and/or Google Scholar to find articles on three topics: counselor ethics and racial equity, counselor self-disclosure, and counselor impairment and wellness. Students will select one article from each of their literature searches and report on it using the provided abstract form. For further information, see the instructions for each individual entry in D2L. Score: 3 abstracts x 40 points each = 120 points

### *Online Discussions*

There will be two online discussions. For each, the instructor will open the discussion in a VoiceThread (VT). Each discussion is meant to engage students in reflection on a topic taken from the readings. Comments are expected to be on topic and thoughtful, and it is expected that students will show the same mutual respect that is present in class. Total possible points: 2 discussions x 40 points each = 80 points

### *Case Presentation Roundtable and Discussion*

This assignment has you prepare and present a case study of an ethically challenging situation. Using the details of a clinical case, your task is to analyze the case study and discuss it in a Zoom-recorded roundtable format. Your case study will include background information, the specifics of the ethically challenging situation, actions that you would recommend for resolving the situation, and a rationale for each of your recommendations. Your instructor is available to meet with each group; it is strongly suggested, although not required, that you take advantage of this option. You will then record your roundtable for posting in D2L and participate in online discussions on your own and others' case studies.

90 points for presentation + 30 pts for discussion = 120 points

### *Wellness Representation*

You will design a creative representation of your commitment to wellness and give an in-class presentation of it. Your representation may employ one or more media and may *not* employ words. Your class presentation will employ words; you will interpret your representation and reflect on the keys to your self-care. A handout further detailing this assignment and a grading rubric is posted in D2L. Score: 80 pts

### *Portfolio: Framework for Ethical Decision-Making*

As part of integrating high-level ethical thinking into your professional identity, you will create a framework for ethical decision-making that is immediately and sustainably useful to you in your work. Such a framework is meant to be clear, reflective, informed by critical thinking, specific yet flexible, and designed to incorporate new knowledge and insight over time. You are expected to include a statement of core values, reflection on your professional identity and acculturation, consideration of your privilege and how it affects your decision-making, sources of information and feedback that will provide you with ongoing support, and a statement of key points in the process of your ethical decision-making. A handout further detailing this assignment and a grading rubric is posted in D2L. Score: 120 points

### **Final Grades**

Journal Entries	120
Abstracts	120
Online Discussions	80
Case Presentation Roundtable and Discussion	120
Wellness Representation	80
Framework for Ethical Decision-Making	<u>120</u>
Total	640

Your course grade will be determined by adding all points earned on all assignments, dividing by total possible points and applying the following scale:

93-100%	A
90-92.9%	A-
87-89.9%	B+
83-86.9%	B
80-82.9%	B-
77-79.9%	C+
73-76.9%	C
<73	F

To remain in good standing and to be qualified for graduation, you must maintain a cumulative grade point average of at least 3.0. Grades below B- do not apply to program requirements but are calculated in the cumulative grade point average.

## Groups

Some of the work in this course is done in small groups. Here are your group assignments:

Group 1	Group 2	Group 3	Group 4	Group 5
Seth	Sky	Nicole	Monica	Jen
Yolanda	Linda	Muna	Muna	Michelle
Toni	Kate	Asia	Julie	Steve
Rose	Billi	Amy	Nasteha	Laura
Adam				Heather

## Instructor and Institutional Policies

*COVID-19 Policies and Resources:* The pandemic has changed many things at Metro State and higher education in general. It is important to be familiar with COVID-19 procedures for Metro State, and to ensure that we are in communication if you or someone close to you gets sick. All of Metro's COVID-19 procedures, including when and how you can be on campus, are on [the COVID-19 Response page](#). This fall, you must:

- wear a face covering at all times when on campus
- maintain social distancing of at least 6 feet in all campus spaces including classrooms, hallways, and entry and exit points; and
- self-report any fever or other symptoms and stay off campus.

If you contract COVID-19 (or if someone you care for does), please contact me as soon as you are able and then complete [Metro's COVID-19 reporting form](#). All COVID-19 related class absences will be excused, and we will accommodate your re-entry into the course when you feel better. You will be given appropriate extensions for your required work, but will still be responsible for completing all assignments. If you are unable to complete the requirements for the course following a COVID-19 illness, please complete a [registration appeal](#).

*Zoom:* We will be using Zoom in this course to meet as a class and for small-group or one-to-one meetings. When using Zoom in this course, you are not required to use the web camera function. You are expected to actively engage in the sessions by asking questions (using your microphone and/or the chat function), and/or participating in discussions. Students are not allowed to share Zoom links with people outside this course.

- For help getting started with Zoom, see "Getting Started with Zoom" in the Content section in D2L.
- To sign into your Zoom account, go to the [Minnesota State Zoom](#) account, click the "Sign in" button and login with your StarID and password.
- The Service Portal knowledge base has articles on [connecting to a Zoom conference](#) and [hosting a Zoom conference for presenting or teaching](#).

- If you get stuck or need some extra help, you can reach out to our Information Technology Services, [it.desk@metrostate.edu](mailto:it.desk@metrostate.edu), or the Center for Online Learning, [online.learning@metrostate.edu](mailto:online.learning@metrostate.edu).

Also, the [Zoom Help Center](#) has many great resources, live trainings, and even fantastic technical support representatives waiting to help you if need be. As part of being a student within the Minnesota State Colleges and Universities System, you have access to a premium license of the web conferencing tool and can use Zoom to engage with your classmates and for other personal reasons.

*Attendance and Participation:* **In this and all graduate-level classes, attendance and participation are expected for the entirety of every class session.** Consider how you might challenge yourself to lean in if you typically sit back, and sit back if you typically lean in. All participation is to demonstrate a high level of respect for your peers, and for the diversity of experiences and perspectives found in D2L and Zoom participation. Disagreement and even conflict are expected and can be productive, but must always take place in the context of honoring each other. Doing otherwise, especially repeatedly, will jeopardize your standing in this course and your graduate program.

Students are expected to treat Zoom classes as if they were in-person classes. This means, among other things:

- Bringing your full and sustained **attention** to each Zoom session
- To the best of your ability, removing **distractions** from your environment that would otherwise interfere with your focus (more on this below)
- Muting your **audio** when it's not needed so that any sounds you are making, such as shuffling papers, do not distract others
- Keeping your device **still**

Per the *Zoom* section above, the university is sensitive to privacy needs. Whether or not to turn on your camera on is your decision.

I understand that not everyone has the same abilities. Differences in ability can affect one's capacity to sustain attention, see or hear well enough to participate, and remain seated for lengths of time. If any such issues affect your involvement in class, please do not hesitate to connect with the Center for Accessibility Resources. See the *Diversity and Disability Statement* below for more information.

*Focus:* Both on Zoom and when studying, you learn better when you reduce distractions. Find study places and times that let you bring your full and sustained attention to your work. You improve your own and others' Zoom experience when you log in before class starts, stay until the end, get up and move around during breaks, and silence and put away any mobile devices you are not using for class purposes.

*Late Assignments:* Turning in a paper or other assignment past the due date will result in a loss of 10% of your score per day. For example, if an assignment is turned in three days late, I will score it, then subtract 30% of that score.

*Integrity:* You don't succeed in this course unless you are doing your own work, regardless of what grade you receive. You're expected to maintain academic integrity in fulfilling all course requirements. **Cheating, plagiarizing and other violations of academic integrity are dishonest and unacceptable practices, and consequences for them may include failing an assignment, failing the course, probation, suspension or expulsion from the program.** See the MS ADC MS CODC D2L site for the document entitled "AIP\_Student\_Guide" and other academic integrity resources. It is Metro State policy that faculty report violations of the academic integrity policy. This course makes use of Turnitin as an originality checker for most written assignment submissions.

THE STUDENT GUIDE  
TO  
ACADEMIC INTEGRITY  
METROPOLITAN STATE UNIVERSITY



[image description: the cover of "The Student Guide to Academic Integrity" by Metro State]

*Diversity and Disability Statement:* Our institution values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. **If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible.** Students with disabilities are also welcome to contact the Center for Accessibility Resources to discuss a range of options to removing barriers in the course, including accommodations. The Center for Accessibility Resources is located in New Main, room L223, and can be reached at 651-793-1549 or [accessibility.resources@metrostate.edu](mailto:accessibility.resources@metrostate.edu).

The image is a screenshot of the Metro State University website. At the top, there is a dark blue navigation bar with the Metro State University logo on the left and several menu items: 'Future students', 'Current students', 'Academics', 'News + events', 'Get involved', 'About', and 'Give'. A search icon is on the right. Below the navigation bar, the page title 'Center for Accessibility Resources' is prominently displayed. To the left of the title, there is a location pin icon for 'New Main L223', a phone icon for '651-793-1549', and an email icon for 'Email'. To the right of the title, there is a text box stating: 'The Saint Paul Campus office is currently closed for in person visit as of March 20. Virtual office hours are Monday-Friday 9 a.m.-6 p.m. until further notice.' Below this, another text box states: 'The Center for Accessibility Resources ensures that all programs, services, spaces and activities at Metropolitan State University are accessible. We recognize that disability is one of many identities that an individual may...'.

[image description: the main page for the Center for Accessibility Resources on the Metro State website]

*Changes to Course Content:* This syllabus and the content of the course are subject to change by the instructor. Changes will be announced in class/D2L and via Remind and email.

*Incompletes:* An Incomplete is granted **only** in cases of significant hardship (medical or family emergency) and **only** if you have already completed most (75-80%) of the coursework. If you are granted an incomplete, all coursework must be completed within an agreed-upon time. In any event, all coursework must be completed by the end of the following semester.

#### *University Non-Attendance and Reporting Policy and Procedure*

The purpose of the Non-Attendance and Reporting Policy is to ensure Federal Title IV regulations are adhered to with respect to a student's enrollment level for the purpose of calculating and paying financial aid. While Metropolitan State University is not required to take attendance, Federal Title IV financial aid regulations require a procedure to establish that students have attended, at a minimum, one day of class for each course in which the student's enrollment status was used to determine eligibility for the Pell Grant Program. In addition, the university needs to determine a last date of attendance for those students who receive all failing grades or unofficially withdraw.

Attendance is defined based on course delivery mode. A student is "in attendance" if they meet the following conditions before the end of the second week of the course:

- Classroom Courses – the student is present in the classroom.
- **Web-Enhanced (Reduced Seat Time Courses) – the student is present in the classroom or submits at least one academically relevant assignment.\***
- Online Courses – the student submits at least one academically relevant assignment
- Independent Studies – the student contacts the instructor or submits at least one academically relevant assignment.

**\*Note that, while the above is campus-wide policy, this course adheres to a one-week requirement.**

*Email:* All outgoing email from Metro State, including D2L updates, course announcements, program announcements, reminders, etc., goes to your Metro State email account. For a variety of security reasons, it is Metro State policy that all incoming email from students be sent from Metro State email accounts. Students bear sole responsibility for any email communication that does not get delivered, read or responded to because it is sent from an outside account.

### *Student Success Resources*

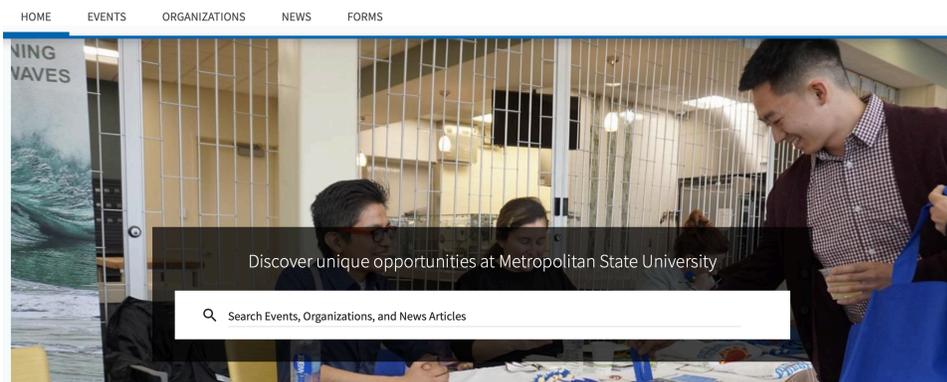
Metro State offers a wide variety of student support services. These can be found under Current Students > Services + Support and are linked in the MS ADC MS CODC Programs D2L site.

- Tutoring, which includes writing help, from the Center for Academic Excellence
- LinkedIn Learning, which provides many helpful tutorials
- OnCare online health portal
- Student Counseling Services
- Student Parent and Resource Center
- Veteran Services
- Cultural Support Services, including those for African and African American, American Indian, Asian American, and Latinx and Undocumented students
- LGBTQ Student Services
- Women's Support Services

You may also benefit from involvement in student organizations, including the **Alcohol and Drug Counseling Student Association (ADCSA)**, Metro Students for Recovery (MSR) and identity groups such as:

- Asian Student Organization
- Black Student Union
- Hmong Student Organization
- Karen Student Organization
- Lavender Bridge
- Metro State Veterans Network
- Somali Student Association
- Voices of Indian Council for Educational Success (VOICES)

You can find out more about these organizations, and join them if you wish, via [Engage](#).



[image description: the main page for Engage]

## Course Schedule

<p>Week 1 <i>Class session Sat 9/25</i></p>	<p><b>Topics:</b> Assignments, Expectations and Course Content Personal Values and Ethical Principles</p>	<p><i>Prior to Week 1 class</i></p> <ul style="list-style-type: none"> <li>• A&amp;H, Introduction and Chapter 1</li> </ul> <p><i>For Week 2</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• A&amp;H, Chapters 2-3</li> <li>• See D2L Week 2 folder</li> </ul>
<p>Week 2: 9/25-10/1</p>	<p><b>Topics:</b> Motivations, Values and Virtues Self-Assessment for Self-Care Self-Compassion</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Journal #1: Ethics Autobiography <b>due Thu 9/30 (D2L)</b></li> </ul>	<p><i>For Week 3</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• A&amp;H, Chapter 4</li> <li>• See D2L Week 3 folder</li> </ul>
<p>Week 3: 10/2-8 <i>Class session Sat 10/9</i></p> <p>Guest Speaker: Samantha Strehlo, Board of Behavioral Health and Therapy</p>	<p><b>Topics:</b> Codes of Professional Practice Professional and Statutory Obligation Regarding Ethical Violations Ethical Obligation of Cultural Responsiveness</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Abstract #1: Counselor Ethics and Racial Equity <b>due Thu 10/7 (D2L)</b></li> <li>• Wellness Self-Assessment: <i>Self-Care and Lifestyle Balance Inventory</i> and <i>TestWell free edition</i> <b>bring to class Sat 10/9</b></li> <li>• Case Presentation Roundtable: choose possible cases <b>for class discussion Sat 10/9</b></li> </ul>	<p><i>For Week 4</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• A&amp;H, Chapter 5</li> <li>• See D2L Week 4 Folder</li> </ul>

<p>Week 4: 10/9-15</p>	<p><b>Topic:</b> Core Ethical Concerns: Client Welfare Boundaries and Self-Care</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Discussion #1: What Could Go Wrong? <b>due Thu 10/14 (VT)</b></li> </ul>	<p><i>For Week 5</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• A&amp;H, Chapter 6</li> <li>• See D2L Week 5 folder</li> </ul>
<p>Week 5: 10/16-22 <i>Class session Sat 10/23</i></p>	<p><b>Topic:</b> Core Ethical Concerns: Confidentiality Oppression, Privilege and Microaggressions Case Presentation Topics</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Journal #2: Personal and Professional Boundaries <b>due Thu 10/21 (D2L)</b></li> <li>• Abstract #2: Counselor Self-Disclosure <b>due Thu 10/21 (D2L)</b></li> </ul>	<p><i>For Week 6</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• A&amp;H, Chapters 7 &amp; 8</li> <li>• See D2L Week 6 folder</li> </ul>
<p>Week 6: 10/23-29</p>	<p><b>Topic:</b> Core Ethical Concerns: Informed Consent Competence and Supervision Counselor Self-Disclosure</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Deadline for meeting with instructor on case presentation roundtable <b>Sun 10/24</b></li> <li>• Discussion #2: Acculturation to Supervision <b>due Thu 10/28 (VT)</b></li> </ul>	<p><i>For Week 7</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• A&amp;H, Chapter 9</li> <li>• See D2L Week 7 folder</li> </ul>

<p>Week 7: 10/30-11/5 Class session Sat 11/6</p>	<p><b>Topics:</b> Core Ethical Concerns: Case Examples Counselor as Advocate Completion of the Counseling Relationship</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Journal Entry #3: Handling Conflict <b>due Thu 11/4 (D2L)</b></li> </ul>	<p><i>For Week 8</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• A&amp;H, Chapter 10</li> <li>• See D2L Week 8 folder</li> </ul>
<p>Week 8: 11/6-12</p>	<p><b>Topics:</b> Ethical Excellence Continued Ethical Growth</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Case Presentation Roundtable: recorded Zoom roundtable link <b>due Sun 11/7 (email)</b></li> <li>• Abstract #3: Counselor Impairment and Wellness <b>due Thu 11/11 (D2L)</b></li> </ul>	
<p>Week 9: 11/13-19 Class session Sat 11/20</p>	<p><b>Topics:</b> Self-Care Endings Course Completion</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Case Presentation Roundtable: questions/comments on all peers' presentations <b>due Sun 11/14 (D2L)</b></li> <li>• Wellness Representation <b>due Sat 11/20 (in class)</b></li> </ul>	

Week 10: 11/20-24	Assignment: <ul style="list-style-type: none"><li>• Case Presentation Roundtable: responses to questions <b>due Sun 11/21 (D2L)</b></li><li>• Framework for Ethical Decision-Making (D2L) <b>due Wed 11/24 (D2L)</b></li></ul>	
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**Your name**

Author(s):	last name(s) followed by initial(s)
Year:	year the article was published
Title of the article:	complete title of the article
Source:	complete title of the Journal
Volume:	
Pages:	
Digital Object Identifier (DOI):	This hyperlink may not be available for all articles. Indicate "not available" if this is the case.
Keywords:	What were YOUR search terms?
Research:	Quantitative? Qualitative? Combination? Describe the research method(s)
Sample Size:	number of subjects in the sample
Description of Population:	Describe the available demographics of the subjects (age, ability, religion, race, ethnicity, socioeconomic status, sexual orientation, national origin, language, gender identity, military status, etc.)
Statistics:	describe (only for quantitative studies)

**Summary:** Summarize the article in your own words. Be sure to include:

- The purpose of the article
- A statement of "the problem"
- A description of what the authors learned.
- Suggestions for clinical practice and/or research.

**Critique:** Do you think the article is clear? In your opinion, are there unasked questions? How might the information be useful to you as a counselor? Could it be useful to other professionals in the field? To clients and/or their family members?

**Citation in APA format:**

**POINTERS:**

- The Library's listing of databases is found at <https://libguides.metrostate.edu/az.php>. PsycINFO is especially useful in our field. However, searching other databases, such as PubMed and Google Scholar, is useful.
- The Library faculty can be very helpful in learning effective search skills. They offer support both in person and online.
- It is typically helpful to utilize the "Advanced Search" feature to limit your search to applicable key words.

**\*\*Not Acceptable: chapters from books or reviews of literature\*\***

## Case Presentation Roundtable and Discussion

HSCD 603-01 Fall 2021

This assignment has you prepare and present a case study of an ethically challenging situation. Using the details of a clinical case, your task is to analyze the case study and discuss it in a Zoom-recorded roundtable format. Your case study will include background information, the specifics of the ethically challenging situation, actions that you would recommend for resolving the situation, and a rationale for each of your recommendations. Your instructor is available to meet with each group; it is strongly suggested, although not required, that you take advantage of this option. You will then record your roundtable for posting in D2L and participate in online discussions on your own and others' case studies.

### *Presentation*

Steps to preparing your roundtable:

- Decide what type of case you would like to present. Does it involve a boundary violation? A dual relationship? A breach of confidentiality? A limitation on confidentiality? Duty to warn? Informed consent?
- Find a case example that addresses that type of case. Some sources for vignettes are the document posted in D2L, case study articles from scientific or professional journals, and clinical experience. For the purposes of this assignment, you don't want your example to have a quick and obvious solution. Instead, you want to grapple with a situation that is challenging and at least somewhat ethically ambiguous. Note: Each group presents a different case.
- Consider the complexities involved in the case. What are the details of the ethical concern? Who was involved? Put yourself in the position of each individual. What do you imagine each person was thinking and feeling? What actions did each person take?
- Think critically about the case. Investigate the relevant code(s) of professional practice (e.g., NAADAC, ACA) and legal obligations (e.g., MN rules and statutes). Employ your own understanding of the ethical decision-making process, as you have developed it thus far.

Include the following in your roundtable discussion:

- Background on the case, including the setting, the individuals involved and what occurred.
- The ethical complexities of the case, including the motivations of those involved (as best you understand them, given the information you have) and competing ethical interests.
- Your decision-making process – how you arrived at your conclusions about the case.
- Your proposed resolution of the case, including *all* actions you would take if you were the person with final authority in the matter, and a rationale for each of those actions.

REMEMBER! A roundtable is a **conversation**. While each group member will present key information, you'll also want to ask each other questions and add comments.

Meeting with instructor (optional, highly recommended):

- Contact instructor by Remind or email to set a time.
- Have your case analysis as complete as possible for the meeting and come prepared with specific questions.
- Incorporate your instructor's feedback into your presentation.

Recording and uploading your case presentation:

- Record your presentation using Zoom. Choose the "Record to the Cloud" option. If you prefer to use another audiovisual recording medium, be sure that you can make the recording available to the instructor, such as saving it to a cloud drive like Dropbox or Google Drive.
- Send the link to the cloud recording to your instructor, who will embed it in a D2L discussion forum.
- Incorporate good presentation skills. Share the work relatively equally among the group members. Try to achieve a tone that is professional while not stiff or overly formal. Keep your voice loud enough and varied, as in conversation. Don't speak too rapidly.

### *D2L Discussion*

You will review and comment on the presentations of all the members of your group. Your comments to your peers may include questions about the case or the proposed resolution, what you might have done the same or differently (say why, e.g., cite relevant codes of conduct or statutes), and thoughts on the strengths of the presentation. In your responses to your peers' comments on your presentation, be sure to answer any questions they raised.

### *Due Dates*

<b>date</b>	<b>due</b>
Oct 9th	top three case study choices - bring to class
Oct 24th	deadline for meeting with instructor - set up via email
Nov 7th	link to recorded case presentation roundtable - send via email
Nov 14th	questions/comments on <b>all</b> peers' roundtables - D2L discussion
Nov 21st	responses to peers' questions on your roundtable - D2L discussion

## Grading Rubric

Points Possible	Points Earned	Case Presentation Roundtable and Discussion	Comments
		<b>Case Presentation Roundtable</b>	
		<i>Background</i>	
2		identifies setting(s) in which circumstances of the case occurred	
4		identifies individuals involved in the case and their relationships to each other	
6		describes the circumstances of the case clearly and in adequate detail	
		<i>Ethical Complexities</i>	
5		identifies ethical challenges involved in the case	
4		considers motivations, if information on them is available	
4		describes competing ethical interests	
		<i>Decision-Making Process</i>	
10		describes ethical principles used in making decisions regarding the case	
10		identifies legal obligations and conduct codes involved	
5		identifies consultation(s) undertaken to clarify issues and possible resolutions	
		<i>Proposed Resolution</i>	
10		describes proposed resolution of case in detail	
10		states and explains rationale for each part of proposed resolution	
		<i>Presentation</i>	
5		uses professional terminology and manner in the roundtable	
5		speaks clearly and with adequate voice volume and modulation	
5		includes conversational elements such as questions/responses and comments	
5		divides work and presentation time roughly equally among group members	
		<i>Discussions</i>	
2		comments on presentations of all group members	
3		comments balance brevity and substance	
10		comments include at least one question and at least one statement	
15		responds to all comments on own presentation	
120	0	<b>TOTAL</b>	

# Framework for Ethical Decision-Making

HSCD 603-01 Fall 2021

As part of integrating high-level ethical thinking into your professional identity, create a framework for ethical decision-making that is immediately and sustainably useful to you in your work. Such a framework is meant to be clear, reflective, informed by critical thinking, specific yet flexible, and designed to incorporate new knowledge and insight over time. Score: 120 points

Your framework paper is to be 8-10 pages in length. Use APA style, including an abstract (and remember that cover page, abstract and bibliography are not included in the page count). Include introductory and concluding paragraphs.

## *Statement of Core Values*

This section is a reflection on the values you hold most dear. Name them, define them and give examples of how they show up in your life. How do they inform your behavior toward others and yourself? What in your life allows you to remain true to these values, or steer you back to them when you fall short?

## *Cultural Context*

In this section, consider the role that your cultural background plays in your value system and your future work. What morals and virtues did you learn from the culture you grew up in? What have you learned about reaching across cultural differences, and how can you learn more? How have you learned to recognize your points of privilege? How might your work be informed by your experience of marginalization?

## *Foundations of Professional Ethics*

In this section, identify and discuss the foundations of your own professional ethical conduct. What are your guiding principles? What philosophies or principles are key to your understanding of how to interact with those you help?

## *Codes of Professional Practice*

This section is devoted to key points from the codes of professional practice and statutes that govern our profession. This isn't a point-by-point consideration, but an overview of major areas that the codes cover; still, it will be one of the longer sections of your paper. What must you, as a counselor or therapist, be familiar with in order to maintain appropriate ethical conduct?

## *Ethical Decision-Making Process*

In this section, outline the process you will use to resolve ethically challenging situations. Discuss the steps you will take to gather facts and perspectives, weigh competing ethical priorities, incorporate appropriate principles and professional expectations, implement solutions, and monitor the results of those solutions. This will also be a longer section of your paper.

### *Consultation and Support*

This section is devoted to the professional consultation and personal support you need when working with ethically challenging situations. What are some options for professional consultation? In addition, consider the emotional component of dealing with some ethically challenging situations. How do you address difficult emotions (such as anger, sadness and horror) that can arise from witnessing the consequences of harmful actions?

### *Continued Growth and Development*

In this final section, consider how you will gain new knowledge and fresh perspective on professional ethics in the course of your career. What literature review, training, consultation and personal growth will aid you in upping your ethics game? What will you do to strive for ethical excellence, and how will you know you are progressing toward it?

## Grading Rubric

Points Possible	Points Earned	Framework for Ethical Decision-Making Grading Rubric	Comments
		<i>style</i>	
3		length: 8-10 double-spaced pages	
6		clear narrative style: includes an introductory paragraph, good organization, smooth flow from one topic to the next, and a concluding paragraph	
6		demonstration of writing skills appropriate to a professional counselor: includes correct spelling, grammar and structure throughout	
15		APA style: correctly utilizes APA style	
		<i>theory and practice</i>	
10		core values: defines, describes and reflects on at least three core personal values; includes reflection on how values translate into behavior toward self and others, and what supports living true to values	
10		cultural context: describes values derived from culture of origin; reflects on own points of privilege and on reaching across differences	
5		foundations of professional ethics: describes guiding principles; reflects on principles that govern interactions with clients	
20		codes: gives overview of major areas covered by codes of professional practice for alcohol and drug counselors (LADCs) and professional counselors (LPC/Cs)	
25		ethical decision-making process: describes in detail steps to be taken to resolve ethically challenging situations	
		<i>consultation</i>	
10		describes professional supervision and supports to be utilized when working with ethically challenging situations	
5		reflects on personal supports to be utilized to address own emotional responses to encountering consequences of harmful actions	
5		growth and development: speculates on opportunities for continued learning and integration of ethical practices and ethical excellence	
120	0	TOTAL	

## APA Style Basics

- Assignment is formatted in Times New Roman, 12-point font.
- Document is double-spaced throughout (even paragraphs).
- Margins are set to one inch.
- Title page includes correctly formatted title, running head, and page number.
- Running head and page numbers are correct throughout the document.
- Paraphrased, summarized, or quoted material is correctly attributed with in-text citations.
- Citations – both parenthetical and nonparenthetical – are formatted correctly.
- Reference page is correct, including alphabetical listing of cited materials, correct reference formatting, and hanging indent.
- Heading levels are present and used correctly.
- Proper use of acronyms and abbreviations
- Correct use of punctuation including commas, semicolons, colons, and hyphens
- Correct use of grammar including pronouns, subject/verb agreement, voice, and verb tense
- Avoidance of contractions (e.g., can't, don't, won't)

## Wellness Representation HSCD 603-01 Fall 2021

Your representation is an opportunity to express, **without words**, your commitment to your own wellness. What do wellness and self-compassion mean in your life, and in your desire to make a difference with others?

The idea here is to create something to share. When you share it in class, you can express yourself in words; but what you **create** is to employ non-verbal forms of communication only. This is a chance to make art that comes from your spirit and expresses your commitment to caring for yourself as an integral part of caring for others.

Some examples of what you could make are:

- a collage
- a painting
- a piece of music
- a dance
- a drawing
- a Prezi
- a sculpture
- a movement piece
- a video
- a digital story

Disengage from your need to explain. Engage your imagination. Most of all, listen to yourself. What do you hear?

Your class presentation is a bit more prosaic. You will give a brief talk (so, yes, you get to use words) to interpret your representation for your peers. You will then reflect on the keys to your wellness, including key activities (or inactivity), key supports, and red flags that let you know you need to focus on it. Score: 100 points.

## Grading Rubric

Points Possible	Points Earned	Self-Care Representation	Comments
		<i>representation</i>	
<b>40</b>		created a representation of commitment to wellness	
<b>10</b>		avoided use of written or spoken word in representation	
		<i>presentation</i>	
<b>25</b>		displays and interprets representation	
		discusses keys to wellness, including:	
<b>5</b>		- at least two activities	
<b>5</b>		- at least two supports	
<b>5</b>		- at least two red flags	
<b>10</b>		presentation is well organized and delivered with strong voice volume and modulation	
<b>100</b>			

# Ethics and Professional Practice

HSCD 603  
Therissa Libby

# Outline

- \* Roots: Morals and Values
- \* Stage One: Obeying Statute
- \* Stage Two: Incorporating Code(s) of Ethics
- \* Stage Three: Engaging in Ethical Decision-Making
- \* Stage Four: Striving for Excellence
- \* Stage Five: Fostering Excellence

# Roots



# Moral Philosophy

	<b>Consequentialist</b>	<b>Duty</b>	<b>Virtue</b>
<b>Deliberative process</b>	What kind of outcomes should I produce (or try to produce)?	What are my obligations in this situation, and what are the things I should never do?	What kind of person should I be (or try to be), and what will my actions show about my character?
<b>Focus</b>	Directs attention to the future effects of an action, for all people who will be directly or indirectly affected by the action.	Directs attention to the duties that exist prior to the situation and determines obligations.	Attempts to discern character traits (virtues and vices) that are, or could be, motivating the people involved in the situation.
<b>Definition of Ethical Conduct</b>	Ethical conduct is the action that will achieve the best consequences.	Ethical conduct involves always doing the right thing: never failing to do one's duty.	Ethical conduct is whatever a fully virtuous person would do in the circumstances.
<b>Motivation</b>	Aim is to produce the most good.	Aim is to perform the right action.	Aim is to develop one's character.

# Moral Principles

\* Autonomy

\* Non-maleficence

\* Beneficence

\* Justice

\* Fidelity

\* Veracity

\* Competence

# Values

\* Values are sourced by \_\_\_\_\_?

# Values

\* Values are sourced by \_\_\_\_\_?

\* Culture

\* Community

\* Family

\* Religious

\* Peers

\* Political

\* Sense of Meaning

\* Vocational

# Values Clarification

<b>Authenticity</b>	<b>Happiness</b>	<b>Peace</b>
<b>Beauty</b>	<b>Harmony</b>	<b>Pleasure</b>
<b>Cleanliness</b>	<b>Honesty</b>	<b>Power</b>
<b>Competence</b>	<b>Imagination</b>	<b>Recognition</b>
<b>Courage</b>	<b>Independence</b>	<b>Respect</b>
<b>Creativity</b>	<b>Influence</b>	<b>Responsibility</b>
<b>Determination</b>	<b>Integrity</b>	<b>Safety</b>
<b>Efficacy</b>	<b>Intelligence</b>	<b>Security</b>
<b>Equality</b>	<b>Joy</b>	<b>Status</b>
<b>Excitement</b>	<b>Justice</b>	<b>Success</b>
<b>Fame</b>	<b>Love</b>	<b>Truth</b>
<b>Family</b>	<b>Obedience</b>	<b>Wealth</b>
<b>Friendship</b>	<b>Passion</b>	

# Stage One

obeying statute

# Statutes and Rules

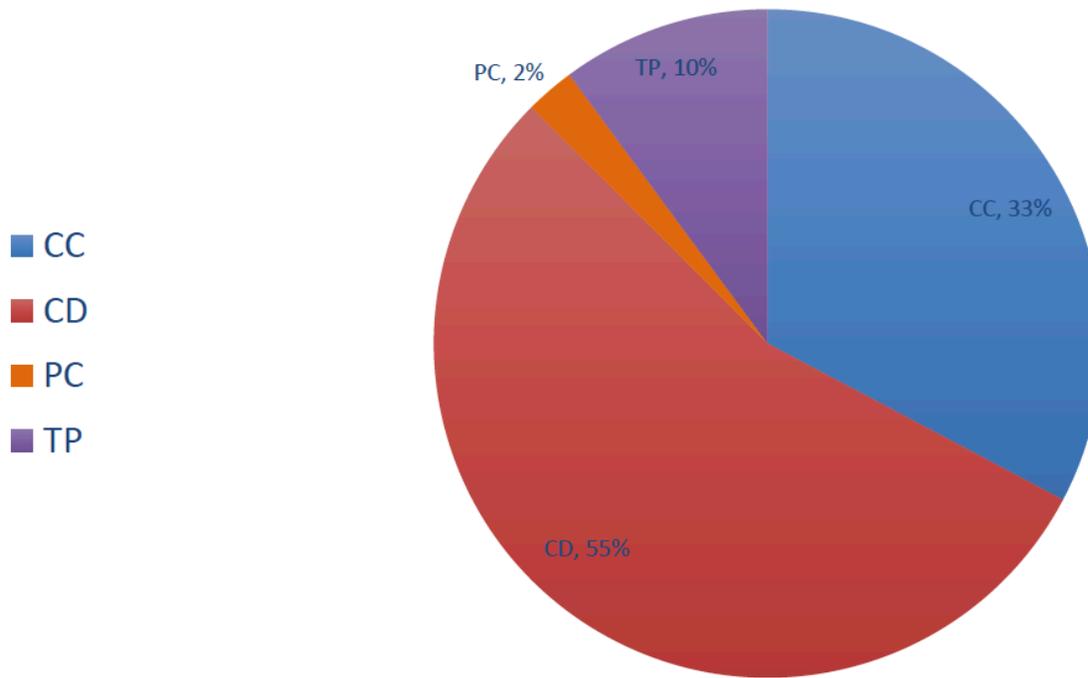
- \* LPC/C Statutes (148B): <https://mn.gov/boards/behavioral-health/statutes-and-rules/lpc-lpcc-statutes.jsp>
- \* LPC/C Rules (2150): <https://mn.gov/boards/behavioral-health/statutes-and-rules/administrative-rules.jsp>
- \* LADC Statutes (148F): <https://mn.gov/boards/behavioral-health/statutes-and-rules/ladc-statutes.jsp>
- \* LADC Rules (4747): <https://mn.gov/boards/behavioral-health/statutes-and-rules/ladc-rules-documents.jsp>

**Total Complaints Received:**

	CC	PC	CD	TP
Number Received	55	4	92	17

**Total Complaints Received by BBHT: 168**

**Complaints Received by License Type**



# BBHT Complaints

Percentage of Licensees (Active and Conditional)

2017

\* LPC: 0.86% of 464

\* LPCC: 3.5% of 1579

\* LADC: 2.8% of 3252

\* ADC-T: 7.6% of 225

2016

\* LPC: 1.5% of 468

\* LPCC: 2.7% of 1321

\* LADC: 2.9% of 3056

\* ADC-T: 5.8% of 206

2015

\* LPC: 0.7% of 454

\* LPCC: 2.8% of 1079

\* LADC: 3.0% of 2914

\* ADC-T: 5.7% of 175

## Complaints Received by Type:

Problem Code	Total Received
Misrepresentation of Credential	1
Practice without a License	8
Mental/Physical Illness	10
Chemical Dependency	28 *
Non-compliance with Board Order	1
Violated Board Order	1
Discipline in Other Jurisdiction	4
Recordkeeping	15
Fraudulent Billing	8
Sexual Conduct	21
Boundaries Issues	21
Criminal Conviction	7
Unprofessional Conduct	83
Breach of Confidentiality	18
Disregard for Health, Welfare, and Safety	13
Competence	20
Aiding/Abetting Unlicensed Practice	3

# Complaints

- \* Board of Behavioral Health and Therapy

- \* 612-548-2177, <https://mn.gov/boards/behavioral-health/public/complaints-discipline.jsp>

- \* Department of Human Services

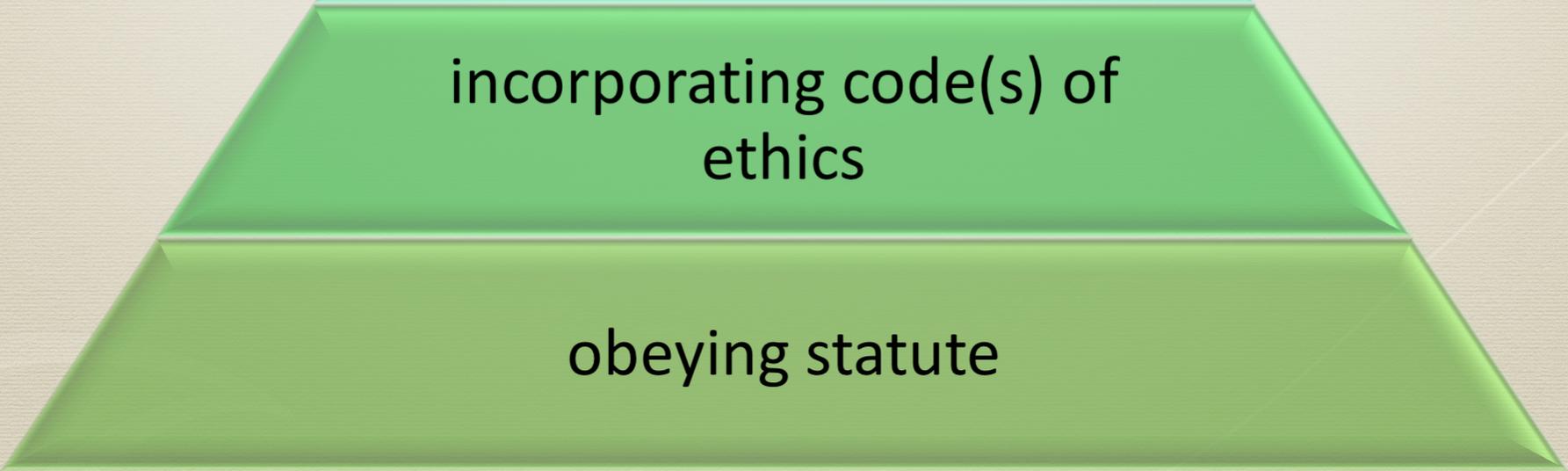
- \* <https://mn.gov/dhs/general-public/licensing/>



The stigma associated with certain illnesses such as substance abuse and mental health disorders can make health care practitioners hesitant to seek treatment. Confidential monitoring increases the likelihood that practitioners will seek treatment early - before clinical skills are compromised. And monitoring improves treatment compliance and successful outcomes. The Minnesota Health Professionals Services Program (HPSP) is charged with protecting the public by promoting early intervention, diagnosis, treatment, and monitoring for health professionals with potentially impairing conditions. Monitoring services are available to over 200,000 health care professionals regulated or licensed by one of the Health Licensing Boards or the Department of Health. [View a list of eligible professions HPSP serves \(PDF\)](#).

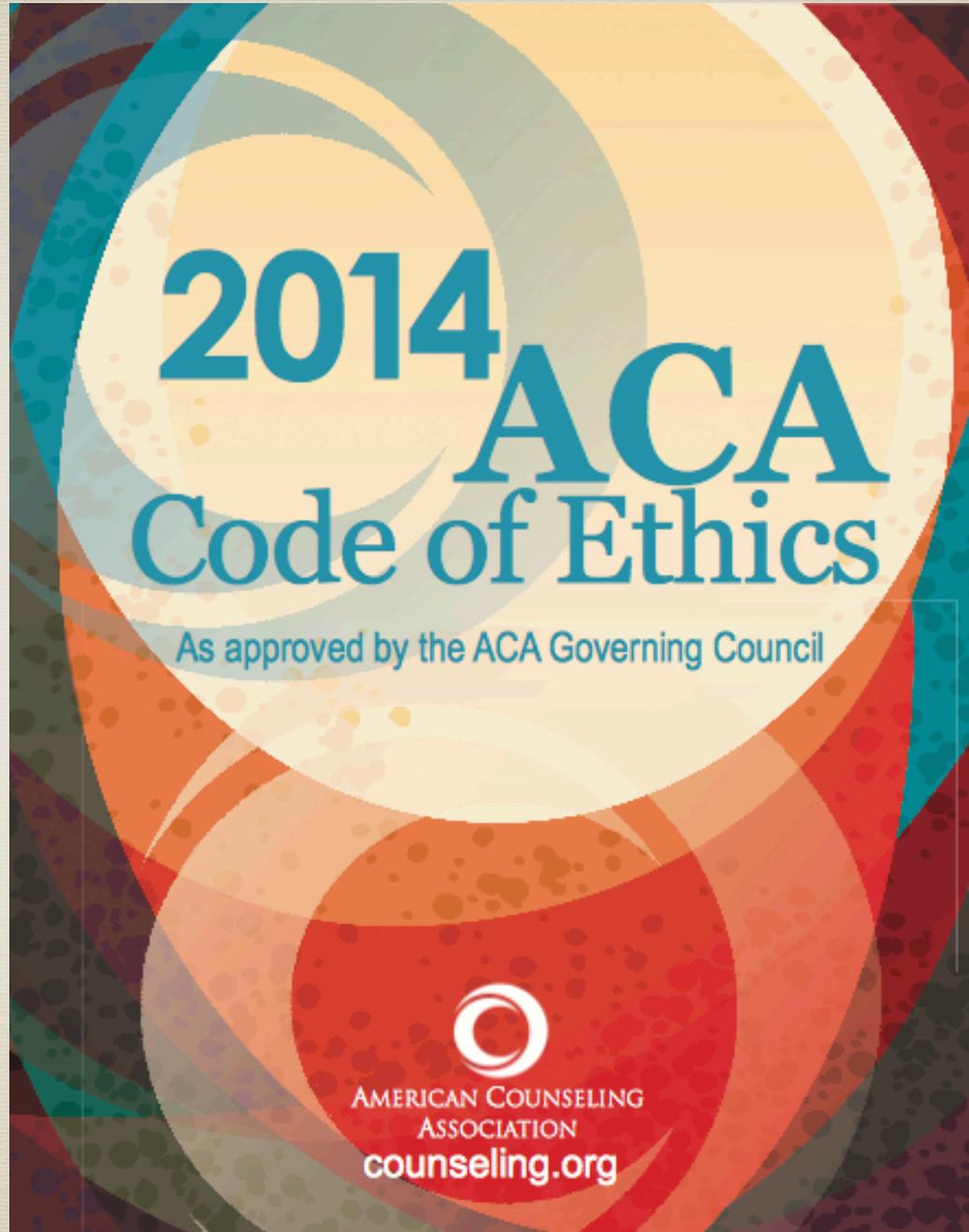
If you are concerned about yourself, a colleague, employee, or family member, call us at (651) 642-0487 and ask to speak to a case manager to learn more about our services. To report a practitioner, open and complete the following [Third Party Referral Form \(PDF\)](#) and fax it to us at (651) 643-2163.

# Stage Two



incorporating code(s) of  
ethics

obeying statute



(c) American Counseling Association

# Contents

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**NAADAC: The Association for Addiction Professionals**  
**NCC AP: The National Certification Commission for Addiction Professionals**  
**CODE OF ETHICS: Approved 10.09.2016**

<b>PRINCIPLES</b>	
<b>CONTENTS</b>	
	<ul style="list-style-type: none"> <li>• Introduction to NAADAC/NCC AP Ethical Standards</li> <li>• Principle I: The Counseling Relationship</li> <li>• Principle II: Confidentiality and Privileged Communication</li> <li>• Principle III: Professional Responsibilities and Workplace Standards</li> <li>• Principle IV: Working in A Culturally-Diverse World</li> <li>• Principle V: Assessment, Evaluation and Interpretation</li> <li>• Principle VI: E-Therapy, E-Supervision and Social Media</li> <li>• Principle VII: Supervision and Consultation</li> <li>• Principle VIII: Resolving Ethical Concerns</li> <li>• Principle IX: Publication and Communications</li> </ul>

# Learning → Incorporating

- \* How do codes of ethics become integrated into clinical thinking and behavior?

# Learning → Incorporating

- \* How do codes of ethics become integrated into clinical thinking and behavior?
- \* Education and Training
- \* Own Experience
- \* Collective Experience
- \* Supervision
- \* Consultation
- \* Error and Failure

# Core Ethical Concerns: Client Welfare

Review of Codes  
Scenarios and Discussion

# Core Ethical Concerns: Confidentiality

Review of Codes  
Scenarios and Discussion

# Core Ethical Concerns: Informed Consent

Review of Codes  
Scenarios and Discussion

# Ethical Dilemmas

“When counselors are faced with ethical dilemmas that are difficult to resolve, they are expected to engage in a carefully considered ethical decision-making process, consulting available resources as needed.”

“Counselors acknowledge that resolving ethical issues is a process; ethical reasoning includes consideration of professional values, professional ethical principles, and ethical standards.”

- 2014 ACA Code of Ethics

# What is an Ethical Dilemma?

Professional	Personal	
<p style="text-align: center;"><b>Ethics</b></p> <p>What are the expectations/guidelines in my professional Code of Ethics?</p> <p>How do ethical principles conflict in this case?</p>	<p style="text-align: center;"><b>Values</b></p> <p>What is important to me?</p> <p>What really matters?</p>	<p>If conflict between my values and professional ethics, how can I manage my personal values and allow my professional values to guide me?</p>
<p style="text-align: center;"><b>Laws</b></p> <p>What do federal, state and local laws require?</p> <p>What about my program policy?</p>	<p style="text-align: center;"><b>Morals</b></p> <p>What do I believe?</p> <p>What should I do?</p>	<p>Determine <i>personal</i> and <i>professional</i> behaviors and obligations.</p>
<p>Are there conflicts between <i>laws</i> and <i>ethics</i>?</p>	<p>Is there a conflict between my <i>values</i> and my <i>obligations</i>?</p>	

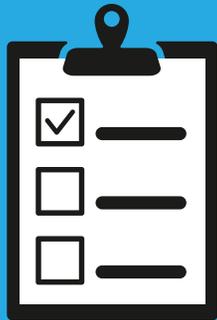
# Decision-Making Models

- \* White and Popovits (2001) *Critical Incidents: Ethical Issues in the Prevention and Treatment of Addiction, 2e*, Chestnut Health Systems
- \* Foster and Black (2007) “An Integrative Approach to Counseling Ethics” *Counseling and Values* 51: 221-234
- \* Anderson and Handelsman (2009) *Ethics for Psychotherapists and Counselors: A Proactive Approach*, Wiley-Blackwell
- \* Forester-Miller and Davis (date unknown) *Practitioner’s Guide to Ethical Decision Making*, ACA Center for Counseling Practice, Policy, and Research
- \* Lehman and Egley (date unknown) “A Synthetic Process Model for Ethics Decisions,” MARRCH Ethics Committee

# Ethical Dilemma? So You Have An

## 1

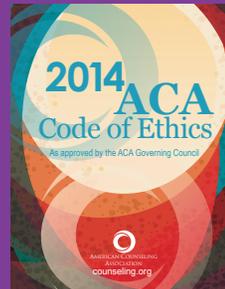
### ● Identify the problem.



- a. Outline the facts, separating out innuendos, assumptions, hypotheses, or suspicions.
- b. Ask yourself: Is it an ethical, legal, professional, or clinical problem? Is it a combination of more than one of these?
- c. Be sure to seek legal advice should you have any legal questions.

## 2

### ● Apply the 2014 ACA Code of Ethics.



- a. Consider any other state or professional codes that apply.
- b. If the problem is not resolved by reviewing the *ACA Code of Ethics*, then proceed with additional steps outlined in the ethical decision-making process

(C) American Counseling Association, n.d.

# 3. Determine nature and dimensions of dilemma.

Consider implications for each foundational principle.\*



**Autonomy:**

Fostering the right to control the direction of one's life.

**Non-maleficence:**

Avoiding actions that cause harm.

**\* Foundational Principles**

**Beneficence:**

Working for the good of the individual and society by promoting mental health and well-being.

**Justice:**

Treating individuals equitably and fostering fairness and equality.

**Fidelity:**

Honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships.



Review the relevant professional literature.



Consult other professional counselors (those who abide by *ACA Code of Ethics*).



Consult state and national professional associations.

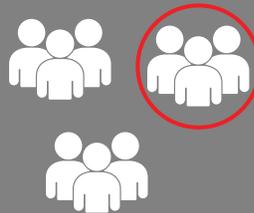


## 4. Generate potential courses of action.



Make a note to follow up on the situation to assess whether your actions had the anticipated effect and/or consequences.

## 5. Consider potential consequences of each course of action for all parties involved.



## 7. Implement your course of action.



## 6. Evaluate the selected course of action.



### Consider Justice:

In applying the test of justice, assess your own sense of fairness by determining whether you would treat others the same in this situation.



### Consider Publicity:

For the test of publicity, ask yourself whether you would want your behavior reported in the press.



### Consider Universality:

The test of universality asks you to assess whether you could recommend the same course of action to another counselor in the same situation.

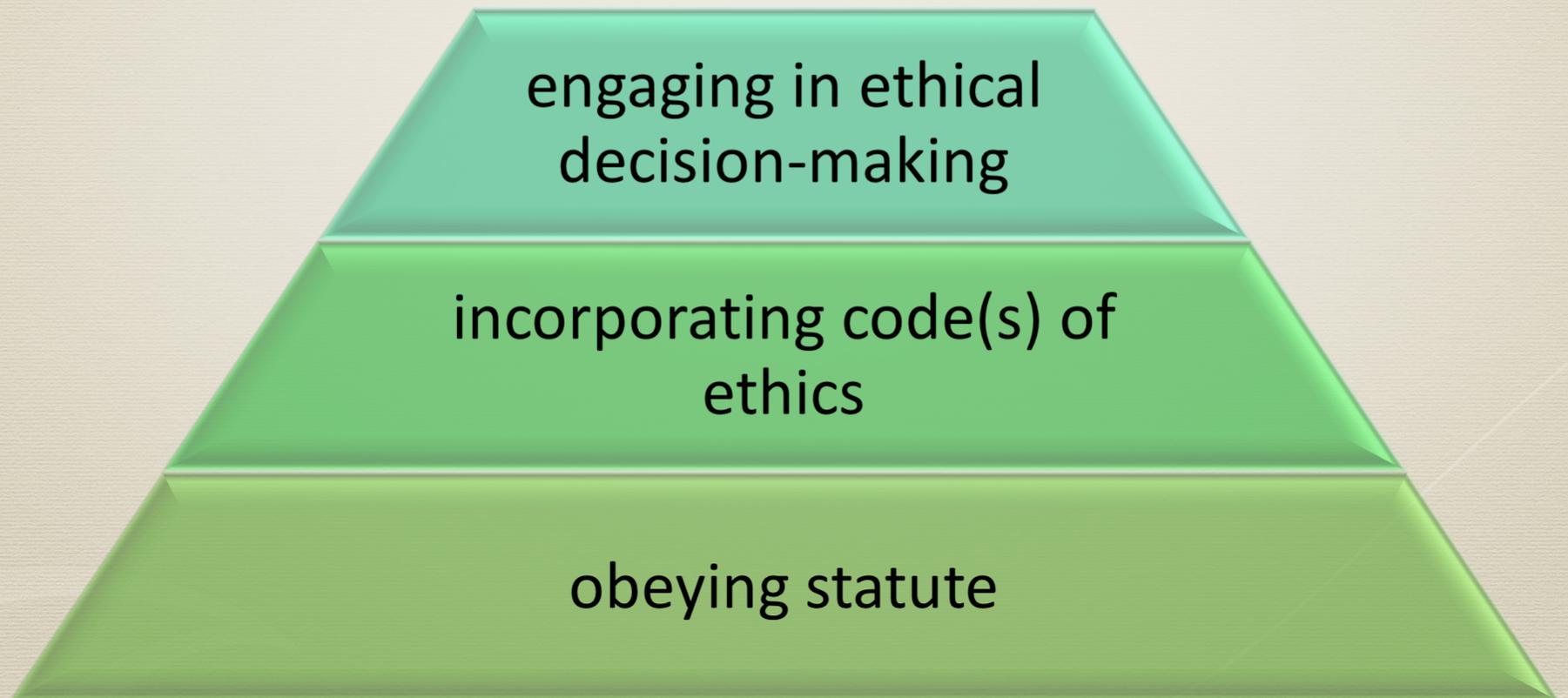
**References:** American Counseling Association (2014). *Code of Ethics*. Alexandria, VA: Author. Forester-Miller, H., & Davis, T. (2016). *A practitioner's Guide to Ethical Decision Making*. Alexandria, VA: American Counseling Association

White paper available at [counseling.org/EDM](http://counseling.org/EDM)



AMERICAN COUNSELING  
ASSOCIATION  
[counseling.org](http://counseling.org)

# Stage Three



# Gather Information

- \* First - who gathers the information?
- \* Then - what information is needed?
- \* **Document**
  - \* What occurred?
  - \* Who was involved?
  - \* What role(s) does culture play?
  - \* What motivations are evident?
  - \* What are the competing ethical interests?

# Consult

- \* Codes of Conduct/Professional Practice
- \* Laws/Statutes/Rules
- \* Supervisors
- \* Experts
- \* Current/Recent Professional Literature
- \* **Document**

# Practice Self-Awareness

- \* Are you viewing the situation accurately?
- \* Are you being influenced by
  - \* Fear?
  - \* Self-doubt?
  - \* Frustration?
  - \* Grief?
  - \* Disappointment?
  - \* Overwhelming responsibility?

# Consider Cultural Context

- \* What is your worldview? What are your values? Your culture?
- \* What is the client's worldview? What does the client value? What is the client's culture?
- \* Ultimately, the resolution must feel right for you *and* be appropriate for the client

# Involve the Client

- \* When appropriate, invite the client into the process of resolving the dilemma
- \* Whenever possible, make decisions *with* clients instead of *for* clients.
- \* **Document**

# Identify Desired Outcomes

- \* What are the desired outcomes?
- \* Brainstorm courses of action
- \* Enlist colleagues in generating courses of action
- \* **Document**

# Consider Possible Consequences

- \* Create a list of possible options
- \* Evaluate options
- \* Assess consequences for all involved parties
  - \* Implications for client
  - \* Implications for others
  - \* Implications for yourself

# Consider Possible Consequences

- \* Eliminate options that are equivocal or cause more problems
- \* Review remaining options to determine best fit for the situation
- \* **Document**

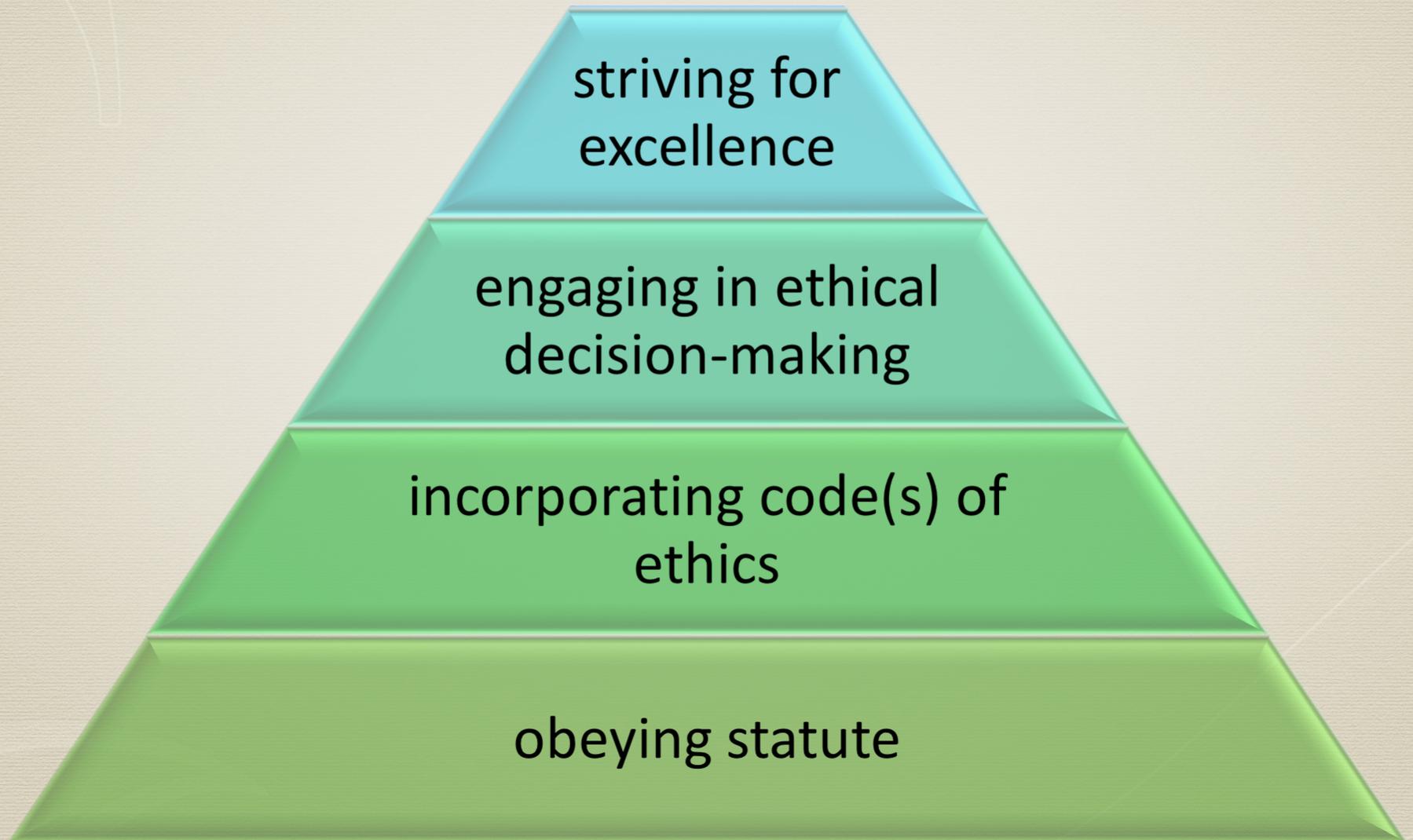
# Evaluate Selected Course of Action

- \* If the selected course of action does not present any new ethical considerations, answer the following questions:
  - \* Justice: Is it fair?
  - \* Publicity: Would you want this reported in the news media?
  - \* Universality: Would you recommend this course of action to another counselor?

# Implement

- \* Strengthen your ego/shore up your support
- \* Carry out the plan
- \* Assess the effects/consequences of your actions, anticipated and unanticipated
- \* **Document**

# Stage Four



# Toward Excellence

- \* Internship Supervision
- \* Professional Supervision
- \* Continuing Education

# Stage Five



# Fostering Excellence

- \* Supervising
- \* Teaching/Mentoring
- \* Modeling

# Balancing

Anderson and Handelsman, 2014

- \* Personal and professional
- \* Humility and competence
- \* Certainty and ambiguity
- \* Responsibility and respect
- \* Intimacy and boundaries
- \* Counseling worldview and other worldviews

# Section C

## Professional Responsibility



### Introduction

Counselors aspire to open, honest, and accurate communication in dealing with the public and other professionals. Counselors facilitate access to counseling services, and they practice in a nondiscriminatory manner within the boundaries of professional and personal competence; they also have a responsibility to abide by the *ACA Code of Ethics*. Counselors actively participate in local, state, and national associations that foster the development and improvement of counseling. Counselors are expected to advocate to promote changes at the individual, group, institutional, and societal levels that improve the quality of life for individuals and groups and remove potential barriers to the provision or access of appropriate services being offered. Counselors have a responsibility to the public to engage in counseling practices that are based on rigorous research methodologies. Counselors are encouraged to contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (*pro bono publico*). In addition, counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

effecting  
change

mentoring

working with  
bias

healing own hurts

acknowledging limitations



Thank You!