



MASTER OF ARTS IN COUNSELING  
MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY

**PROFESSIONAL ORIENTATION AND ETHICAL ISSUES**  
**MCPY 625**

**Course Syllabus**

**Course Description**

This course exposes the student to the relevant professional ethical codes, standards, state statutes, guidelines, and organizations pertinent to the practice of community and marriage and family therapy counseling. Ethical types and decision-making skills will be presented along with contemporary ethical issues. Professional and public responsibility and the meaning of the professional counselor role will be explored, and all aspects of therapy that involve statutes and MFT's regulations, principles, values and moral of the counselor and MFT.

**Methods of Instruction**

Classroom based lectures, and experiential activities.

**Course Outcomes:**

By the end of the course, the student will be able to:

1. Identify the professional identity, roles, and functions of professional counselors and marriage and family therapists, the organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice as well as their relationship to other human service providers in the community; (CACREP Standard 1.B)
2. Understand the importance of related professional organizations, emphasizing the ACA and AAMFT, developing a strong sense of professional identity and appreciate the importance of membership and ongoing professional development, leadership, and advocacy on the behalf of the professions; counseling and MFT. (CACREP Standards 1. D, F, 5.D)
3. Be aware of accreditation practices and standards, and the effects of public policy on these issues; (CACREP Standard 1.E)
4. Have knowledge of the professional certifications, and licensures available to community counselors and MFT's, and the policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to the practice of community counseling and MFT. (CACREP Standard 1. D)

5. Demonstrate knowledge and application of the American Counseling Association Code of Ethics as well as AAMFT and apply ethical and legal considerations in professional counseling; (CACREP Standards 1.D, 5.G)
6. Demonstrate an ability to implement a method of ethical decision-making when considering a clinical ethical dilemma in a variety of settings. Be cognizant of issues of power, roles, and personal and professional boundaries; learn to utilize clinical supervision and legal consultation as appropriate. (CACREP Standard 5.B)
7. Make a commitment to maintain professional ethical standards in all aspects of their training and work as counselors and in relationships with other human service providers. (CACREP Standard 5.G)
8. Be aware of public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession as well as advocacy processes needed to address institutional and social barriers that impede access, equity and success for clients. (CACREP Standards 1.G, 5.G.)
9. Be aware of the need for professional development, clinical supervision, consultation, professional reading, and continuing educational activities. (AAMFT Standards, 5.5.3)

### **Required Readings:**

AAMFT (2001). Code of ethics. Washington, DC: American Association of Marriage and Family Therapists. \*\*\*(to go into effect either Fall 09 8wk2 or Spring 10 8wk1)

ACA. (2005). Code of ethics and standards of practice. Alexandria, VA: American Counseling Association. (See Appendix in the MACP Student Manual.)

Corey, G., Corey, M. S., & Callanan, P. (2007). *Issues and ethics in the helping Professions. (7th ed.)*. PacificGrove, CA: Brooks/Cole (Thomson).

Lane, D. (2009). *Legal guide for the practice of psychology in Colorado*. Bradford Publishing CO.

Remley, T.P. & Herlihy, B. (2007). *Ethical, Legal, & Professional Issues in Counseling (2<sup>nd</sup> ed.)*. Columbus, Ohio: Prentice Hall.

Wilcoxon, S.A., Remley, T.P., Gladding, S., & Huber, C.H. (2007). *Ethical and Legal Issues in the Practice of Marriage and Family Therapy, 4<sup>th</sup> Ed.*

### **Articles and Supplemental Materials**

Beck, C., Sales, B. D (2000). A critical reappraisal of divorce mediation research and policy. *Psychology, Public Policy, and Law*. 6 (4) pp. 989-1056.  
<http://dml.regis.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2001-01041-005&site=ehost-live>

Colorado Department of Regulatory Agencies (DORA) Mental Health Licensing Section (2006). *Frequently asked questions*. Available online at: <http://www.dora.state.co.us/mental-health/faqs.htm>

Emery, R. E., Laumann-Billings, L. Walden, M. C., Sbarra, D. A. (2001). Child custody mediation and litigation: Custody, contact, and co-parenting 12 years after initial dispute resolution. *Journal of Consulting and Clinical Psychology*. 69(2), pp. 323-332.  
<http://dml.regis.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2001-06441-018&site=ehost-live>

Garber, B. D., (2004). Directed Co-Parenting Intervention: Conducting Child-Centered Interventions in Parallel With Highly Conflicted Co-Parents. *Professional Psychology: Research and Practice*, 35(1), 55-64.  
<http://dml.regis.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2004-10365-007&site=ehost-live>

Kocet, M. M. (2006). Ethical challenges in a complex world: Highlights of the 2005 ACA Code of Ethics. *Journal of Counseling & Development*, 84. 228-234.  
<http://dml.regis.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2006-04293-010&site=ehost-live>

Krauss, D. A., Sales, B. D. (2000). Legal standards, expertise, and experts in the resolution of contested child custody cases. *Psychology, Public Policy, and Law*, 6(4), 843-879.  
<http://dml.regis.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2001-01041-001&site=ehost-live>

Miki, P., (2004). Clinical Implications in Healing from Domestic Violence: A Case Study. *American Psychologist*, 59(8), 809-816.  
<http://dml.regis.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2004-20395-028&site=ehost-live>

Moleski, S. M. & Kiselica, S. M. (2005). Dual relationships: A continuum ranging from destructive to therapeutic. *Journal of Counseling and Development*, 83. 3-11.  
<http://dml.regis.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2005-02385-001&site=ehost-live>

Ethical Code for IAMFC  
[http://iamfc.com/ethical\\_codes.html](http://iamfc.com/ethical_codes.html)

Ethical Code for AAMFT

<http://www.aamft.org/resources/LRMPlan/Ethics/ethicscode2001.asp>

Bass, B. A.; Quimby, J. L.; (2006). Addressing secrets in couples counseling: An alternative to informed consent. *Family Journal: Counseling and Therapy for Couples and Families*, 14(1), pp. 77-80

<http://dml.regis.edu/login?url=http://dx.doi.org/10.1177/1066480705282060>

### **Recommended/Optional Readings:**

Colorado State Statutes: Mental Health Act, Children's Code: C.S.R. 27-10, C.S.R. 13-21-117, C.S.R. 43-10

Colorado Regulatory Agency. (1999). Your options as a psychotherapy client. Denver, Co.: Colorado

Department of Regulatory Agencies. Also List of Prohibited Activities, Model Disclosure Form

Freeman, Stephen. (2000). Ethics: An introduction to philosophy & practice. Belmont, Ca.: Wadsworth.

Herlihy, Barbara & Corey, Gerald (1996). ACA ethical standards casebook. American Counseling Association: Alexandria, VA.

Pope, K. S., & Vasquez, M. J. T. (1998). *Ethics in psychotherapy and counseling: A practical guide (2nd ed.)*. Jossey-Bass.

### **Three Domains of Learning:**

Professional ethics includes three domains of learning: **knowledge, skills and attitudes or values.**

**Knowledge:** Includes awareness of professional codes, practice standards, guidelines, state statutes, required legal brochures, forms and clinical documentation, types of ethical theories, professional relationships, and contemporary ethical issues.

**Skills:** Capacity for introspection and reflection of personal intentions and moral behaviors, ability to use various types of ethical decision making models, familiarity of resources, ability to identify professional from personal roles and issues.

**Attitudes and Values:** Tolerance of ethical ambiguity, spirit of inquiry about ethics, commitment to social and ethical practices and to professional leadership, responsibility, and service.

## Learning Activities:

### 1. Group Project - Ethical Case Study (25% of your grade):

Using an assigned film/movie, explore the ethical behavior of the therapist portrayed in the film with your assigned peer group. Movies for this project include but are not limited to the following: *Ordinary People*, *The Prince of Tides*, *Good Will Hunting*, *Mumford*, *Analyze This*, *Donny Darko*, *Antoine Fisher*.

Write your case study and present it in class. Your paper and discussion should include the following:

- Description of therapist behaviors portrayed in the film
  - ACA ethical codes in question or AAMFT, depending on your specialization
  - Discussion of both the positive and negative sides of the ethical conflict
  - Discussion of group consensus on best practice a situation such as this. Give ethical codes and rationale for your decisions.
  - The presentation in class should make use of clips from the film, group member debates on the pros and cons of the therapist behavior, a discussion of your process in making a best practice decision using an ethical decision making model, and your group consensus on best practice including rationale.
  - Turn in your group paper summarizing your presentation (CACREP Standards 1.D, 5.B, E.)
2. **Choose and complete one of the following advocacy activities (25% of your grade)**
- Develop with approval of your instructor, an Advocacy Project that would benefit the professions or impact public policy on behalf of your clients and/or the counseling or MFT profession. Suggestions include: an oral presentation to a community group that you videotape; a letter to your legislature on behalf of the profession; a service learning project related to the profession of counseling or MFT; a community counseling or MFT project that you develop or become involved in assisting. Write up what you have done including your personal reaction to the project. Include how you integrate your professional ethics with action in your project.
  - Become a student member of the American Counseling Association or AAMFT. Write up a one page paper on the benefits of joining your professional association to you as a student and the profession as a whole. Include proof of your membership with your paper.  
(CACREP Standards 1. F, G, 5.G.)

### 3. Ethical Self Reflections (25% of your grade)-

(CACREP Standards 1.B, 1. E)

Answers to questions provided by the instructor are due (2 each week) beginning week 2 and are based upon your required readings. Grades will be assigned Pass/Fail for each assignment. Please answer the questions or complete the requested information prior to the class for which it is assigned. Be prepared to discuss the related questions in small groups each week and bring your response in written form each week.

### **5. Final Exam – (25% of your grade)**

### **6. Attendance/Participation**

Students are expected to attend each class meeting, on time, and be prepared to engage in discussions of assigned readings and class experiential activities. Attendance and participation is an important part of each student's grade.

**Absences will affect the student's final grade regardless of the reason. If a student misses a class during the 8 week course for any reason, one letter grade will be dropped from the student's final grade. Two absences will result in a grade of "C" and will require that the student re-take the course for degree credit.**

Students should notify the instructor in advance, if possible, if an absence is necessary. Students are responsible for all material covered on any missed class meetings.

Please turn off personal cell phones or put on "silent ring" during class time to respect the learning needs of other students.

**Papers turned in late will be decreased by one letter grade – no exceptions.**

## **GRADING CRITERIA**

Grades in the Graduate Counseling Program reflect those listed in the Regis University Bulletin within the University-wide Course Grading System. In addition, refer to the following considerations:

### **A: Outstanding scholarship**

1. Fulfills all course objectives in an outstanding fashion displaying independent, analytic and synthetic thinking.
2. Reflects high degree of personal initiative and creativity in the thoroughness, depth and overall quality of the work.
3. Displays relevant, fluent, and well-organized writing. Demonstrates superior facility with English. Supports clearly reasoned ideas and arguments with cogent resources. Is virtually free from errors in mechanics, usage, and documentation.

### **A-: Also displays outstanding scholarship**

1. May contain few minor errors in writing, documentation, or reasoning.

### **B+: Very Good**

1. Adequately fulfills all course objectives. Displays a good understanding of basic concepts and uses them in constructing ideas and arguments.
2. Displays organized and well structured writing, although may contain some minor flaws in construction of paragraphs.

3. Shows less fluid integration and creativity in resources and thinking.

**B: Satisfactory**

1. Reflects adequate work which is acceptable and meets the course objectives. Conveys an understanding of basic concepts that show a basic level of support for ideas and arguments.
2. Has writing that is organized but lacks transitions and syntactic variety. Is without major errors in grammar, sentence structure or documentation.

**B-: Limited**

1. Shows some analysis and presentation of basic concepts. Has limited organization or integration of ideas.
2. Contains occasional major errors in writing or frequent minor errors in grammar and mechanics. Has documentation but may be imprecise.
3. Has logical and/or analytical problems in arguments. Utilizes limited resources.

**C: Unsatisfactory**

1. Fails to show an adequate understanding of major concepts. Does not present ideas and arguments in a logical fashion.
2. Has writing which contains numerous errors in grammar, usage, and mechanics.
3. Displays inadequate documentation or use of resources.
4. Does not adequately meet course objectives.
5. C+ or C- grades may be assigned for work that is somewhat better or worse than the criteria listed here under Unsatisfactory.

**D: Fundamentally Deficient**

1. Fails to understand and present major concepts. Contains arguments that are illogical or irrelevant.
2. Has writing that is seriously flawed, resulting in incoherence.
3. Contains major errors in grammar, usage, and mechanics.
4. Fails to meet course objectives.

**F: Unscorable**

1. Is illegible or obviously not written on the assigned topic.

## Plagiarism

Plagiarism is defined as presenting as one's own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism include: a failing grade on the assignment, failure of the course, or, expulsion from the course or department (program).

An instructor may, at their discretion, utilize the services of Turnitin.com to evaluate the student work product for plagiarism. Alternatively, an instructor may require students to submit the work product directly to Turnitin.com for evaluation prior to submission to the instructor. For more information on Turnitin.com, please go to [www.turnitin.com](http://www.turnitin.com).

## STUDENT RESOURCES

**RegisNet**

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A RegisNET Account allows students to use and access Regis University web-based resources.

RegisNET provides access to SHAREPOINT, <sup>TM</sup>SMARTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite (<http://insite.regis.edu/>). Select “RegisNET Account”. You will be required to post either your social security number or student ID.

### **Dayton Memorial Library**

The Dayton Memorial Library can be accessed <http://www.regis.edu/library.htm> website The Jesuit University system provides 24 hour research support. The reference desk can be accessed by the link on the site or at 303-458-4031, 1-800-388-2366 Ext. 4031.

### **Writing Assistance – Smarthinking**

The School for Professional Studies will provide 10 hours of FREE tutoring or writing assistance for one year for all SPS students through <sup>TM</sup>SMARTHINKING. The tutoring year begins on March 8 of the current year. To register for <sup>TM</sup>SMARTHINKING, access INsite at <https://insite.regis.edu>, login using your RegisNet Username and Password. Select <sup>TM</sup>SMARTHINKING.

### **Equal Access & Disability Services**

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University’s educational programs and activities.

#### **Eligibility**

To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, 303-458-4941, [disability@regis.edu](mailto:disability@regis.edu), in order to receive the requested accommodation(s). Current and comprehensive documentation must be on file with ODS prior to approval of the accommodation.

Students may disclose their disabilities and request accommodations at any time during their academic career. However, it is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

Accelerated courses that are offered in eight week terms are fast-paced and reading intensive. Incomplete grades are seldom granted and are not considered appropriate accommodations. All courses are expected to be completed during the term in which they occur.

### **Counseling Program Diversity Statement**

At Regis University, diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all of our members. Our  
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differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice, an environment in which our human differences, whether physical or philosophical, are respected.

Because Professional Counselors work with clients having diverse lifestyles, beliefs and values, the Counseling Program exposes students to a wide range of social, relational, and cross-cultural contexts. The Counseling faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and other's experiences, beliefs and values. We seek to train counselors who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The American Counseling Association Code of Ethics statement regarding diversity includes the following:

**Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her/his values and beliefs about the counseling process.**

*ACA Code of Ethics Section A.2. a. b.*

Regis University supports an exploration of diverse views of faculty and students in the statement of academic freedom written by President Father Sheeran:

A discussion of opposing intellectual positions is often germane to courses. When handling such intellectual positions in our atmosphere of academic freedom conducted with respectful open dialogue, Regis University faculty present the tenets of any intellectual tradition with integrity....

*On the Teaching of Intellectual Positions in an Atmosphere of Academic Freedom at a Jesuit Catholic University. Draft 1/26/04*

*Michael J. Sheeran, President, Regis University*

Students who wish to obtain clarification of the official views of the Catholic Church may go to the official Vatican website at: <http://www.rc.net/rcchurch/vatstmts/index.html>

## STUDENT RESPONSIBILITIES

### Ethics and Confidentiality

An integral component of SPS Counseling Psychology Program courses is student and instructor self-disclosure and the use of personal experiences for the purpose of facilitating coursework and learning. Each student is expected to honor confidentiality as it pertains to student self-disclosure. No shared information, comments, or opinions expressed by other students or instructor in the educational setting should ever be used in a manner which is

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intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information that would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much he/she will disclose and must also accept the responsibility of respecting disclosure of other students and instructors.

### **Student Conduct**

SPS Graduate Programs' students and faculty share responsibility for maintaining an appropriate learning environment. This includes using information technology responsibly online and in the classroom. In order for faculty members to provide and students to receive effective instruction in classrooms, laboratories, online courses, and other learning areas, the Graduate Programs and Faculty expect students to conduct themselves in an orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others.

“Disruptive Behavior” or “Disorderly Conduct” as applied to the academic setting, means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, University events or University sponsored activities. Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session; or behavior that has a negative impact in any learning environment. Disruptive behavior also includes any other behavior covered by the *Regis University Student Code of Conduct*.

Students who fail to adhere to acceptable behavioral standards will be counseled by the classroom faculty. Should the issue not be resolved, they will then be referred to the Program Chair and then, should it be necessary, to the Dean and may be subject to discipline up to and including expulsion from the program.

## **COUNSELING FACULTY RESPONSIBILITIES**

### **Student Performance Evaluations**

Members of the faculty, using their professional judgment, continually evaluate students' performance. Students receive feedback about their performance from faculty members, advisors, and supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' code of ethics.

The Student Performance Evaluation is used in core courses (Human Growth and Development, Counseling Theories, Counseling Techniques courses, and supervised experience courses to give students feedback on their development as counselors in training.

Although required in core courses, faculty may also use this form at any time in the program to give students feedback on their professional growth and development.

**Student Performance Evaluation (Page 1)**

Student \_\_\_\_\_ Semester/Year \_\_\_\_\_  
 Faculty \_\_\_\_\_ Course Number \_\_\_\_\_

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
<b>Communication Skills and Abilities</b>				
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created	N	0	1	2
2. The student demonstrates effective communication skills including:				
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2
b. Understanding content - understanding the primary elements of the conversation	N	0	1	2
c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings	N	0	1	2
d. Responding to feelings - identifying affect and addressing those feelings in an empathetic manner	N	0	1	2
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2
f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual	N	0	1	2
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2
h. Immediacy – communicating by staying in the here and now	N	0	1	2
i. Timing - responding at the optimal moment	N	0	1	2
j. Intentionality - responding with a clear understanding of the outcomes desired	N	0	1	2
k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose	N	0	1	2
3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively	N	0	1	2
4. The student collaborates with an individual to establish clear strategic goals	N	0	1	2
5. The student facilitates movement toward the individual's goals	N	0	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner	N	0	1	2
7. The student creates a safe environment	N	0	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2
<b>Professional Responsibility</b>				
1. The student conducts self in an ethical manner so as to promote confidence in the profession	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2
4. The student demonstrates application of legal requirements relevant to professional training and practice	N	0	1	2
<b>Competence</b>				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies	N	0	1	2
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise	N	0	1	2
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience	N	0	1	2

White: Permanent Student File

Yellow: Course Instructor Pink: Student

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## Student Performance Evaluation (page 2)

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others	N	0	1	2
<b>Maturity</b>				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists	N	0	1	2
<b>Integrity</b>				
1. The student refrains from making statements which are false, misleading or deceptive	N	0	1	2
2. The student avoids improper and potentially harmful dual relationships	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people	N	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy	N	0	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status	N	0	1	2

**ACADEMIC**

1. The student writes with good grammar, form and organization	N	0	1	2
2. In formal papers, APA style is used in the paper and reference section	N	0	1	2
3. In experiential or clinical papers, suitable and expressive descriptive approaches are utilized	N	0	1	2
4. The writing is focused on the topic and demonstrates an awareness of the cogent, related research	N	0	1	2
5. The student demonstrates an understanding of the different relevant opinions concerning the topic and critically analyzes these perspectives including relevant social and cultural contexts	N	0	1	2
6. Taking into consideration related research, the student states his/her opinion and rationale about the topic	N	0	1	2
7. The student participates in class and interacts appropriately	N	0	1	2
8. The student submits written work in a timely fashion	N	0	1	2

COMMENTS: (Include recommended areas for professional growth and development)

\_\_\_\_\_ Student \_\_\_\_\_ Faculty \_\_\_\_\_ Date

White: Permanent Student File

Yellow: Course Instructor Pink: Student

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**Tentative Course Calendar & Assignments will be provided by the instructor.**

