



Master of Arts in Counseling

Course Syllabus

Course Information

COUN507 - PROFESSIONAL IDENTITY, FUNCTION & ETHICS
Fall 2019
3 Semester Hours

Location/Date/Time

Discipleship Center
Wednesday 8:30 - 11:10 am

INSTRUCTOR'S INFORMATION:

Michael Horst, PhD & Teresa J. Haase, PhD, LPC, ACS

Email: michael.horst@emu.edu
Office Phone: 540.432.4244
Office Hours: by appointment

COURSE DESCRIPTION:

This course addresses counselor professional identity formation, ethical and legal issues related to the practice of professional counseling, and components of sound ethical decision making. Students will also explore development of their own personal counselor identity formation. Within this course students will be introduced to the counseling profession and given opportunity to examine current ethical and legal issues related to the practice of professional counseling. The course will provide students with an overview of the historical development of counseling as a profession, discussion of counselor licensure, and an overview of major professional organizations, specialties and credentialing options available to mental health professionals. Discussion of professional mental health codes of ethics relevant to counselors will assist students to explore and articulate the process of ethical decision making within the context of professional counseling.

COURSE GOALS AND OBJECTIVES:

1. In regard to **development of counselor identity and introduction to the profession** the student will:
 - a. be familiar with **library research** utilizing resources related to the practice of professional counseling available in the campus library and generated by professional organizations, including computerized catalogs and databases;
 - b. have proficiency with utilization of the *American Psychological Association Style Manual* for writing professional manuscripts;
 - c. be able to identify the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (*CACREP 2016* Section 2. F. 1. b., d., m.; Section 5. C. 2 .a.)
 - d. have an understanding of the history and philosophy of the counseling profession (*CACREP 2016* Section 2. F. 1. a.; Section 5. C. 1. a.)
 - e. be able to identify major mental health **professional organizations** related to the practice of professional counseling, their branches, functions, history, and membership policies (*CACREP 2016* Section 2. F. 1. f.; Section 5. C. 2. k.)
 - f. understand advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (*CACREP 2016* Section 2. F. 1. e, F. 2. d.; Section 5. C. 2. J. & C.3.e.)
 - g. understand the procedures and requirements for **counselor credentialing in general and licensure** in the commonwealth of Virginia and/or the state of their

intended practice and be able to proceed independently toward licensure if desired (*CACREP 2016* Section 2. F.1. g.; Section 5. C. 2. k.)

h. identify practical ways to advocate for the profession (*CACREP 2016* Section 2. F.1.d.)

i. explore the art of counseling, which embodies concepts such as ambiguity, personal growth, and which draws upon the humanities as a way of knowing others. (*CACREP 2016* Section 2. F. 1. k., l.)

j. review legislation and government policy relevant to clinical mental health counseling (*CACREP 2016 Section 5 C. 2. i.*)

k. become aware of the function of record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling(*CACREP 2016 Section 5 C. 2. m.*)

TEACHING APPROACH:

In the humanistic tradition, inspired by Carl Rogers' work, students use issues and ideas as the basis for exploring the content of the curriculum, and the teacher serves mainly as a facilitator of classroom discussion—rarely "telling" students what they should know, but probing, questioning, hypothesizing, challenging, and reframing their comments in an effort to help them analyze and understand; in addition to transmitting critical pieces of content necessary to our curriculum. This approach focuses on **issues and experiences**, rather than facts and theories and assumes that a body of knowledge consists of questions as well as answers. The essence of this tradition lies in the belief that we are all teachers and that we will learn from one another. Each student's experiential background, value system, worldview, reflections, and knowledge are valuable assets for understanding the course content. A variety of perspectives and opinions will be strongly encouraged.

SYLLABUS DISCLAIMER:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

TECHNOLOGY:

Please turn cell phones off and please do not text during class as it is disruptive and takes away from the focus of the class. Inadvertently, we all forget to turn them off and that's okay. If for some reason you need to have your cell phone on, please let me know prior to class.

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

REQUIRED TEXTS AND OTHER RESOURCES:

- **Required Reading:**

Gerig, M. (2018). *Foundations for clinical mental health counseling: An introduction to the Profession* (3rd ed.). New York, NY: Pearson.

Echterling, L. G., Presbury, J., Cowan, E., Staton, A. R., Sturm, D. C., Kielty, M., McKee, J. E., Stewart, A. L., Evans, W. F. (2016). *Thriving!: A manual for students in the helping professions*. Washington, DC: Sage.

Articles distributed by Instructor:

Bender, T. (2011). The Mennonite mental health movement and the wider society in the United States 1942 – 1965. *Journal of Mennonite Studies*, 29, p.45.

Birrell, P. (2006). An ethic of possibility: Relationship, risk, and presence. *Ethics and Behavior*, 16(2), pp. 95- 115.

Nussbaum, A.M. (2012). The Mennonite mental health movement: discipleship, nonresistance, and the communal care of people with mental illness in late 20th-century America. *Journal of Nervous and Mental Disease*. 200(12), pp. 1088-1095.

• **Recommended Reading:**

Cozolino, L. (2004). *The making of a therapist*. New York: W.W. Norton & Company.

Kottler, J. (2010). *On being a therapist*. San Francisco, CA: Jossey Bass.

Sareyan, A. (1994). *The turning point: How persons of conscience brought about major change in the care of America's mentally ill*. Scottdale, PA: Herald Press.

Welfel, E. R. (2012). *Ethics in counseling and psychotherapy: Standards, research, and emerging issues* (4th ed.). Pacific Grove, CA: Brooks/Cole.

Yalom, I. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, NY: HarperCollins.

PROFESSIONAL BEHAVIOR

Attendance Due to the interactive nature of this training experience, students are required to attend and actively participate in ALL supervision sessions. Students who anticipate missing internship class or are experiencing difficulties meeting with their site supervisor should contact their faculty supervisor immediately. Supervision is an essential element of the internship experience. Students who miss an internship class or supervision are not able to count internship hours for that week.

Participation. Your full participation is requested. Role-plays and discussion are integral components of this class and require your attention and presence. You are expected to demonstrate a professional attitude and participate in a way that is respectful of yourself and others.

During this course, as a student, a future counselor, and as a person, you will be exposed to various sensitive/challenging topics, discussions, videos and other material that will require you to do some personal exploration/evaluation. You are also encouraged to share your personal views and experiences with class/group members, and disclose some personal information if you wish to do so. Your contributions may involve personal challenge and risk, may create discomfort and a sense of vulnerability. In essence, there is risk involved in being a class/group member. It is the same risk and vulnerability that we as facilitators will embrace as members of this class. I see this personal exploration and process as an essential component of your education and your personal growth and also recognize the potential for others to grow as professionals and as human beings.

I have attempted to choose the materials, speakers, texts, and readings for this course very carefully and professionally. However, we cannot control who will be personally offended or uncomfortable with what is presented. If you feel any discomfort, you may always bring it up to the group to be evaluated or with us outside of class. You may also choose to stay silent or leave the classroom environment. However, I encourage you to evaluate your discomfort and face the challenging issues for your personal and/or professional growth. Practicing being immediate has the potential to enlighten those around you, as well as yourself, in addition to informing your future work as a clinician.

GRADING CRITERIA AND OTHER POLICIES:

The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. Students should be aware that graduate university policy allows two C grades before being dismissed from the program.

COURSE REQUIREMENTS & BREAKDOWN OF EVALUATION

1. Participation
2. Library Orientation with Jennifer Ulrich
3. Professional Development
4. Decision Making Self-Observation
5. The Counselor Within Collage
6. Interview of Counseling Professional
7. **Competency for portfolio** –*Ethics Issue Literature Review*

ASSIGNMENT LIST

- Active, engaged participation in each class.
- Library Orientation with Jennifer Ulrich
- **8 hours** Professional Development (i.e. social, workshop, training)
- Decision-making self-observation
- **Counselor Within Collage with 1-2 page Reflection**
- Interview of Counseling Professional; 5 – 7 pages (outlined below)
- Ethics Issue Literature Review; **12-15 pages** & Presentation

EXPLANATION OF COURSE REQUIREMENTS

1. Professional Development (see form) – 8 hours required

Students are required to attend 8 hours of professional development to include workshops, conferences or trainings, in addition to joining a professional organization. Students may join as many organizations as desired, but one of them must offer liability insurance. (Both ACA and AMHCA offer this insurance.) Opportunities will be discussed in class. **Fill out the Verification of Professional Organization form and submit to Amanda.**

2. Library Orientation

Students will be expected to meet as a class with Jennifer Ulrich, Librarian at Hartzler Library, who will offer an orientation and guidance with research and resources.

3. The Counselor Within Reflection and Collage

See questions below. Create a collage depicting your thoughts and reflections using images, pictures, drawings, symbols, etc. Write a brief (1-2 page) reflection to accompany your collage (see description below). You will be invited to share both your written and your creative reflections.

This 1-2 page statement (*informal writing, APA not required*) should outline your **inner motivations** for choosing the counseling field and your **professional goals**. Answer the following questions as you write.

1. What cultural identities, values, and experiences led you to consider a career in counseling?
2. What are your thoughts about how people change?
3. What counseling settings and or populations think you are interested in serving? Why?
4. What skills do you believe you already possess that will help you in this field? What skills do you hope to gain from this program?
5. What are your expectations for yourself as a counselor?
6. What are your expectations for your clients?
7. What do you hope will be the outcome of your work with clients?
8. What challenges do you foresee yourself dealing with in the counselor role?
9. What would being successful as a counselor look like?
10. In your opinion, how is counseling effective?

4. Interview of Counseling Professional

Students will interview in person (face-to-face) a mental health professional (**LPC or Resident in Counseling required**) about the role of professionals, changes and important clinical, practical, and ethical issues within the field. (*See attached Interview Protocol and writing instructions*).

You are to write a reaction paper to the interviews, indicating issues that raised awareness for you about the counseling profession, training, the role of the counselor, and current issues within the field. The paper should reflect your awareness of the profession and role as a counselor as opposed to a summary of the interview. We cannot stress enough how important it is not to offer a summary of the interview but your reaction to it. We are looking for your “inner dialogue” of the interviews. You may discuss the interviews but mostly in context of your reaction to the responses. Please do include the questions from the Interview protocol and any additional questions you created/posed.

You should obtain informed consent from the professionals you are interviewing and submit the signed forms to the professor with your assignment. A contract is included in the syllabus for your use.

All of the questions listed in Interview Protocol should be addressed both in the interview and in the paper. Length of paper should be 5-7 pages, should be proofread, and have minimal APA and grammatical errors.

Interview Protocol and Writing Instructions

Protocol: Use these questions as a guide – feel free to ask your own questions as well.

- a. How long has the person been a mental health professional?
- b. Does the mental health professional have a specialization or clinical focus, if so, what is it?
- c. What led him or her to choose a career in the mental health field?
- d. What theory(ies) guide(s) the mental health professionals’ practice?
- e. What is his/her personal theory of how clients change?

- f. What therapeutic techniques/counseling skills does he/she use with clients?
- g. In what ways does the mental health professional utilize multicultural counseling competencies in his/her work?
- h. How does the mental health professional describe the role of a professional counselor?
- i. How does the mental health professional see him/herself as an advocate in the counseling profession?
- j. What does he/she see as current issues that the profession is facing?
- k. What s/he likes most (and least) about their work?
- l. How did his/her training best and least prepare them for the realities of being a mental health professional?
- m. What advice would they offer you as a beginning counselor-in-training?

Please also include a discussion of the impressions you had of the office/environment in which you interviewed the professionals. What was it like? How do you think it would feel to be a client?

The following questions are guides for your own reflection. Please include this reflection in your paper. Your reflections are to be the majority content for this paper.

- What did you learn about the counseling profession from your interview?
- What thoughts and feelings do you have about your future career as a counselor?

5. Ethics Literature Review & Presentation

Students will submit and present to the class a literature review that explores an ethical issue. Paper should be in APA format. Possible topics will be distributed in class. Papers will be presented during class. [See Instructions for APA Papers]. See further assignment description below.

Course Schedule

Date	Subject	Reading/Assignments Due
8/28	Brief Experiential Overview of Course & Counselor Education Professional Roles Boundaries and Containing End at 9:35 am for Convocation.	
9/4	History of the Profession Professional Identity and Function Clinical Mental Health (CACREP 2016 Section 2. k., l.) Library Orientation – Jennifer Ullrich, Librarian	Gerig: Chapters 1, 2 <i>Thriving: Chs. 1 & 6</i>
9/11	The Counselor Within	DUE: Counselor Within Collage <i>Thriving: Chs. 2 & 3</i>
9/18	Informed Consent, Session Notes, Confidentiality (CACREP 2016 Section 2. F. 1. b., d., m.; Section 5. C. 2 .a. c., m.) Credentialing and Licensure (CACREP 2016 Section 2. F.1. g.; Section 5. C. 2. k.) Virtue Ethics & Personal Ethics (CACREP 2016 Section 2. F. i.; Section 5. C. 2. l.) Guest Speaker: Sabrina Burress	Gerig: Chapters 5&6 ACA, VCA, AMHCA, NAMI, AACC, NCCA websites; Appendix A
9/25	Current issues, mental health legislation & advocacy Guest Speaker: Jeff Lown Professional organizations (CACREP Section 2. F. 1. a, k.; Section 5. C. 1. a., k.; C. 2. i.)	Gerig: Chapters 7, 8 & 13 Birrell Article <i>Thriving: Ch. 7</i> DUE: Decision-making Observation
10/2	Alumni visit (CACREP 2016 Section 2. F. 1. b., d., m.; Section 5. C. 2 .a.)	Gerig: 3 & 4 <i>Thriving: Chs. 4 & 5</i>
10/9	Ethical Decision Making Models ACA codes (CACREP 2016 Section 2. F. i.; Section 5. C. 2. l.)	<i>2014 ACA Code of Ethics</i> Welfel Decision Making Model
10/16	Ethical Decision Making Applied	<i>2014 ACA Code of Ethics</i> Welfel Decision Making Model
10/23	Applying Ethics Movie Option: <i>Goodwill Hunting, It's Kind of a Funny Story, The Fisher King, Antwone Fisher, Ordinary People,</i> others?	<i>Thriving: Chs. 8 & 9</i>
10/30	Multicultural considerations (CACREP 2016 Section 2. F. 1. e, F. 2. d.; Section 5. C. 2. J. & C.3.e.) Spirituality & the Humanities	Gerig: 10; (OnBeing; pick 2) DUE: Interview with a Professional Counselor
11/6	Record-keeping, third party payments, clinical management, QMHP/LMHP Guest Speaker: Jim Bowman, Clinical Director, Crossroads Counseling, Winchester (CACREP 2016 Section 5 C. 2. m.)	Gerig: 11&12 <i>Thriving: Chs 10 & 11</i>
11/13	Culminating conversation & Cross-cultural counseling dyads	
11/20	Presentation of Ethics Papers	DUE: Ethics Issue Literature Review
11/27	THANKSGIVING BREAK – No Class	
12/4	Presentation of Ethics Papers	
12/11	Presentation of Ethics Papers Informal Summative Review and Closing	DUE: Professional Development Hours

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

APA Papers Instructions

A. Decision Making Self-Observation *(Adapted from Dr. Linda Leitch-Alford, former EMU MAC Associate Professor and PIFE instructor)*

As you go about your life this week, observe your own moral decision-making patterns. Write a 3 -5 page paper incorporating the following questions:

1. What moral decisions do you observe yourself being called to make?
2. What in your character helps you identify these situations?
3. What about your internal thinking and moral development assists you in making decisions to act, not act, and/or how to act/react?
4. How do things turn out and how do you feel about the outcome and yourself?
5. Include new insights you realized about yourself.
6. Expand on what was confirmed about yourself.
7. How are these observations, confirmations, insights, realizations, etc. consistent or inconsistent with your internal assumptions about the universe and humankind.

APA evaluation criteria

- a. Meets APA style guidelines, including title page, NO abstract, double spaced, using a running head, page numbers, and reference list if applicable.
- b. Use APA style headings (**two levels**)

*You will be invited to share your observations in class.

B. Ethics Issue/Case Review & Presentation – 12-15 pages

Papers should include the following all in APA style formatting:

1. Title Page
2. Abstract
3. Review of the literature: a minimum of *five* references will be acceptable. This section should include the literature you have discovered that supports your thesis.
4. Reference page

APA evaluation criteria

- a. Meets APA style guidelines, including title page, abstract, double-spaced, page numbers and using a running head.
- b. In-text citations and reference list required
- c. Use APA style headings
- d. Clarity of thought & expression

Presentation Guidelines –

1. Presentation is engaging, thorough and succinct.
2. Demonstrated ability to convey clear grasp of issue to audience.
3. Presenter is aware of time, maintains awareness of audience, and engages audience.

See the following rubric for evaluation standards.

Core 1: Professional Counseling Orientation and Ethics
PIFE: Ethics Issue Literature Review

An overall score above 4 indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio.

Category	Criterion	1 (Needs Work)	2 (Meets minimum expectations)	3 (Demonstrates competence)	4 (Demonstrates Proficiency)	5 (Illustrates Mastery)
1) Content	<ul style="list-style-type: none"> ACA Code Integration 	No codes evident	Fewer than three codes	Three codes integrated	Four codes integrated	Five or more codes integrated
	<ul style="list-style-type: none"> Integrate support from the literature into the topic 	No support from the literature	Fewer than five sources cited and referenced	Five sources cited and referenced	Six sources cited and referenced, not including web-based articles	Eight or more sources cited and referenced
	<ul style="list-style-type: none"> Clear thesis statement 	No thesis statement in evidence	Attempt at thesis statement	Clear thesis statement	Thesis statement reflects original thinking	Thesis statement shows insight and original thinking
2) Synthesis	<ul style="list-style-type: none"> Makes clear connections across relevant topics 	Relationship between ideas is not clearly articulated	While several ideas are connected, other ideas are not well integrated	Ideas and their connections are made clear	Implications of the ideas discussed are made clear	Ideas, their implications and relationship are clearly articulated
3) Rhetoric	<ul style="list-style-type: none"> Written with a coherent, clear structure that supported the review 	Poorly conceptualized, haphazard	Structure and grammatical errors jeopardize the ideas presented	Some coherent structure; few grammatical errors or spelling flaws	Strong structural outline, free of grammatical errors or spelling flaws	Well developed, coherent and free of grammatical errors or spelling flaws
	<ul style="list-style-type: none"> Followed APA v. 6 	Does not follow APA for citation management, paper style, etc. Makes many errors.	Conveys a hint of knowledge regarding APA format, makes several errors in documentation style	Makes a valiant attempt to follow APA for citation management, paper style, etc.	Cites sources for all quotations and usually cites, makes minimal errors in APA format and style	Makes virtually no errors in APA documentation.

Student name: _____

Faculty Reviewer: _____

Date: _____

Total Grade: _____ /5

University Policies

- **Writing Guidelines:**

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

- **Academic Integrity Policy (AIP):**

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean’s office. Repeated violations will invoke a disciplinary process.

- **Turnitin:**

Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU’s Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: http://turnitin.com/en_us/features/demos.

- **Moodle:**

Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

- **Academic Support Center**

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

- **Institutional Review Board:**

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This

training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal."

- **Graduate Writing Center:**

Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

- **Course Extensions and Outstanding Grades:**

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

Academic Program Policies:

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>
<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

- **Title IX:**

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator.

If you would like to talk to this office directly, Rachel Roth Sawatzky, Title IX Coordinator, can be reached at 540-432-4849 or rachel.roth.sawatzky@emu.edu. Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

APPENDIX 1

Contract with Professional

I am a graduate student in the Master of Arts in Counseling Program at Eastern Mennonite University. As an assignment for the course COUNS 507 Professional Identity, Functions, and Ethics, in which I am enrolled, I am required to interview a professional counselor about his/her work. As such, I am requesting your permission to conduct an interview with you.

This interview will include questions about your position, the responsibilities you have, the clients you work with and the kinds of interventions you provide in your work setting. I will use this information to help me better understand the nature of the work in your agency, the roles of a professional counselor, how theory and skills are applied in a clinical/school setting and how you interact with the populations you serve.

In addition, this interview will be summarized into a written report. Your professional contact information may be shared with my classmates for future networking. The information you provide will not be used in any ways not stated in this contract.

Before beginning the interview, I will need you to sign this contract stating that you agree to this interview and understand how the information you provided will be used.

I agree to be interviewed.

Printed Name & Credentials: _____

Signature: _____

Educational Background: _____

Job Title: _____

Job Description: _____

Contact information: _____

Date: _____

Interviewer's (Student) Name: _____

Date of Interview: _____

Time of Starting Interview: _____

Time of Ending Interview: _____

Eastern Mennonite University Master of Arts in Counseling Professional Development Form

Date: _____ Student: _____

Event: _____ Hours Attended: _____

Summary of Events: _____

Staple any information from the event that you attended to the back of this form for verification.

Faculty Instructor _____ Date _____

***A total of 8 professional development hours must be completed.**