

**THE UNIVERSITY OF TEXAS AT AUSTIN**  
**EDP 384C: Advanced Ethics and (Unique #10870)**  
**Spring 2017**

**Thursday 4:00 – 7:00**

**Room: SZB 268**

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CANVAS: canvas.utexas.edu

**Services for Students with Disabilities**

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations

**Course Description and Objectives.**

Guidance, counseling and psychotherapy are provided by professionals trained in many fields – counselors, coaches, social workers, psychologists, marriage and family therapists, psychiatrists and psychiatric nurses, among others. An important task for students in counseling training programs is to develop a professional identity as a counselor. Professional identity serves as a guide for defining our work community and establishes a scope of practice and competence. The counseling profession under the guidance of the American Counseling Association reached a consensus for a statement that describes counseling as, **“a professional relationship that empowers diverse individuals, families and groups to accomplish mental health, wellness, education and career goals.”** (Kaplan, Tarvydas & Gladding, 2014, p. 366). The creation of this vision statement is one example how professional associations have a role in defining a profession. Professional associations also serve as advocates for the profession; however, the rules, laws and standards that govern the practice of a profession are determined by law-makers and state boards. Students in this course will have the opportunity to examine and explore the counseling professional organizations, codes of ethics, legal aspects of practice, and standards of preparation. Students will integrate information for multiple sources to continue to construct their professional identities and support their transition into the practice of counseling.

Current board rules addressed in this class are from The Texas Administrative Code, Title 22, Part 30, Chapter 681, Subchapter #, Rule §681.83: Academic Course Content. The rules state that professional counselors will have the following content in their training programs:

(a)(9) professional orientation - the objectives of professional organizations, codes of ethics, legal aspects of practice, standards of preparation, and the role identity of persons providing direct counseling treatment intervention;

(c)(2) additional course in counselor ethics; to include records management, an overview of business/family law and professional practice and the study of current board rule.

The activities of the course will include lectures, role-plays, case discussions and writing activities. The prerequisite is that students are enrolled in a graduate level counseling program or a related area and have completed the course EDP 384C: Ethics in Counseling. Exceptions to this prerequisite will require an appeal.

### Required Readings

The Texas Administrative Code, Title 22, Part 30

[http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=3&ti=22&pt=30](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=3&ti=22&pt=30)

ACA Code of Ethics

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

ASCA Ethical Standards for School Counselors

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Texas Family Law

<http://statelaws.findlaw.com/texas-law/texas-family-laws.html>

Texas Business Law

<http://statelaws.findlaw.com/texas-law/texas-business-laws.html>

Texas Code of Ethics for Educators

Texas Administrative Code, Title 19, Part 7, Chapter 247

[http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=4&ti=19&pt=7&ch=247&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)

Student Mental Health and the Law

<https://www.jedfoundation.org/wp-content/uploads/2016/07/student-mental-health-and-the-law-jed-NEW.pdf>

Berman, P.S. (2015) *Case conceptualization and treatment planning: Exercises for integrating theory with clinical practice* ( 3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publications.

Leupker, E. T. ( 2012) *Record Keeping in psychotherapy and counseling: Protecting confidentiality and the professional relationship* (2<sup>nd</sup> ed.). New York: Routledge.

### Course Requirements

1. **Class participation (Total = 5 points):** Given the seminar format used in this class, everyone needs to be punctual and attend consistently. Class participation will include discussion of readings, asking relevant questions and participating in role-plays and activities. Being late excessively or outside use of technology will result in loss of these points.
2. **Course Readings (Before Each Class):** The class schedule provides an outline of when readings will be covered in class. Please read the assigned materials before the scheduled class day.
3. **“Three Things” Discussion Posts** - For each week with assigned readings, a brief “Three Things” discussion post is due. Write down three questions, comments, ideas, surprises, etc. that come to mind as you read the assigned chapter(s). Do not summarize the readings, but instead indicate your opinion(s) regarding the readings. Have your “Three Things” comments accessible in class by either printing out the post or having electronic access to the “Three Things” post during class.

4. Discuss what needs you have that are being met by becoming a counselor and how these needs might lead to potential areas of vulnerability and sources of therapeutic error. In addition, discuss your values (specifically in the areas of abortion, right to die/assisted suicide, interracial dating/marriage, pre and extramarital sex, sexual orientation, gender identity, child/elder neglect and abuse) and how each of these values might affect your therapeutic work with clients who present with these issues.
5. **Ethical Case Analysis: (Total = 20 points -):** Case Assessment applying a chapter from Berman
6. **Course Readings (Before Each Class):** The class schedule provides an outline of when readings will be covered in class. Please read the assigned materials before the scheduled class day.
7. **Texas Family Law Group Project (Total = 15 points)**
  - Adoption Laws
  - Abortion Laws
  - Prohibited Marriage Laws
  - Protective Order Laws
  - Child Custody Laws
  - Marriage Requirement Laws
8. **Exams (Homework - 30 points):**
9. **Counseling Practice Exercise Reports:** Students will submit written reports of their analysis of professional/ethics dilemmas following the designated ethical decision making model. Students will read assigned cases and discuss them in small groups after which they will turn in a typed report the following week (max. of 3 pp single spaced). The 4 reports are due on dates specified in the Class Schedule. Grading: 2 point if turned in at beginning of class; up to 5 points if turned in on time and evidences ethical decision-making competence.

Go to the American Counseling Association webpage and find the listing for the 19 divisions. Pick one division that relates most closely with your concentration or one that is of particular interest to you. In your paper, discuss the purpose of the division, accomplishments, current goals, how to become a member (including cost), and benefits of membership. This paper should not exceed two pages and does not need to follow APA guidelines.

6. **Professional Disclosure & Informed Consent Statement (individual assignment)** In a format of your choosing (not APA6), develop a professional disclosure and informed consent form you would provide to a client. Write it to fit the developmental level and setting (target audience) in which you would like to work, or currently work. There are many examples available online for different counseling specialties and practice settings that might serve as stimuli; however, do not take one of these examples and use it as your own given that you must include required elements from the American Counseling Association and the Texas Code at a minimum.

Discuss what needs you have that are being met by becoming a counselor and how these needs might lead to potential areas of vulnerability and sources of therapeutic error. In addition, discuss

your values (specifically in the areas of abortion, right to die/assisted suicide, interracial dating/marriage, pre- and extramarital sex, sexual orientation, gender identity, child/elder neglect and abuse) and how each of these values might affect your therapeutic work with clients who present with these issues.

Personal Values Assessment (25 points; Due 5/19/15): [\*NOTE: This assignment also is being completed as part of your PC program's Student Bi-Annual Review Process. Please consult the program for further details regarding its submission.] Prompt: Please reflect on/consider your own set of personal values and unique characteristics as discussed in class; then, respond to the following two prompts in approximately 5-6 pages: • Please describe three personal values or characteristics that you believe could negatively impact your work as a counselor. Please explain your points in some detail, including some examples that provide context. • Please describe three personal values or characteristics that you believe could positively impact your work as a counselor. Again, please explain your points in some detail, including some examples that provide context.

Jackson, M. A. & Scheel, M.J. (2013). Quality of Master's education: A concern for counseling psychology. *The Counseling Psychologist*, 41(5), 669-699.

Address each of the following questions and provide references for information sources. Find three state or national professional organizations that pertain to counseling. What is the purpose of each? What are the benefits of membership? Who is qualified to be a member? What types of membership are available? Are there organizations within the organization for specific interest groups? Name several and state their function. What is the name of your local counseling organization? Is it affiliated with TCA? Which of the organizations would you like to join? Why (or why not)

Each student will write a two to four-page reaction paper on ethical dilemmas related to two recent cases brought before the Department of Health - Chapter 491 Board: Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling (<http://www.doh.state.fl.us/mqa/491>). Students will have an opportunity in class to view the meeting minutes, laws, and rules affecting regulation of licensees. For the paper, students must select two ethical violation cases that were heard before the board. Select cases that cover two different types of violations and statutes. For each case, please do the following: • Provide an overview of the case along with the name and location of the practitioner • Which Chapter 491 law(s) or rule(s) was/were violated? • Which ethical standards (ACA, AMHCA, AAMFT, or NASW) were possibly violated? Although specific details on the cases are provided for some and not others, enough information is presented to draw a hypothesis on the ethical standard that was possibly violated. • Present and discuss possible ethical dilemmas that may have occurred (benefit of the doubt to worst case scenario) and provide best practices protocols or strategies to minimize or prevent the likelihood of an ethical dilemma. • Provide personal reaction to the cases.

Evaluation		
Class participation, punctuality	5	
Class Discussion Posts (2 @ 5)	10	141 to 150 Points = A
Case Studies (2 @ 20 points)	40	135 to 140 Points = A-
Exams (3 @ 15 points)	45	130 to 134 Points = B+
Evidence-Based Group Project	20	126 to 129 Points = B
Final Paper	30	120 to 125 Points = B-
		115 to 119 Points = C+
		111 to 114 Points = C
Total	150	105 to 110 Points = C-
		90 to 104 Points = D- to D+
		Below 90 Points = F

Note: Unexcused late assignments receive a letter grade deduction per day late.

\*Students in Counselor Education or Counseling Psychology earning below a B- in a graduate course will be required to take the course again. Failing a course while in a counseling program will result in academic probation.

### Course Policies

1. **Attendance Policy:** If for some reason you are absolutely unable to attend class, please send me an email before class if possible. One absence from class without an approved excuse will result in a five-point deduction from your class grade, and a second absence will result in another five-point deduction. An excused absence includes illness, family emergencies, or other unavoidable situations such as your car breaking down on the way to class. These should be cleared with me in advance or as soon as is possible.

An **excused** absence will **not** result in a five-point deduction if you e-mail me a quality 2-3 page thought paper on the readings you missed that day within 72 hours of the class you missed (unless you make other arrangements with me in advance). The thought paper should include your reactions to the class readings for the day you missed and will be graded on a five-point scale (0 – unsatisfactory, 5 = excellent). Please consult me if you have questions about this assignment. Students who are consistently late will also have points deducted from the class participation grade. Students, who miss three or more classes, even if they are excused, cannot receive a grade higher than C for this course, except in extraordinary circumstances cleared with me such as serious illness or family emergencies.

2. **Professional conduct:** Students are expected to behave in a professionally responsible manner when engaged in graduate studies in a professional field. Please refer to your professional training program handbook for details on student professional responsibilities.
3. **Student rights and responsibilities:** Students are expected to be responsible for class materials, including classes they have missed due to an excused absence. Students may network with another student to obtain the information if they are absent. After reviewing the information in the text and with a colleague, if students still have questions, they may consult with the TA or instructor. Students are also responsible for following the instructions provided for completing assignments. Assignments will be graded according to adherence to the instructions presented. All written assignments should utilize proper spelling, grammar, and organization. Students are encouraged to visit the University Writing Center for assistance with written material.
4. Students have the right to have a **growth mindset** (be a learner, make mistakes, with “not knowing” being valued without the pressure to already be an expert).

5. **Academic integrity:** All written work submitted for this course is required to be your own work, not relying on unauthorized assistance. Use of the University Writing Center is considered authorized assistance. For questions on assignments, please consult your instructor and not your classmates. Please provide citations for all material that is not directly from the class lectures and all direct quotations from the textbook, using APA format. According to UT's academic integrity policy on the website listed below:

*"Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site:  
<http://deanofstudents.utexas.edu/sjs>*

6. **Difficulties with the course:** If students are having problems with the course, they are expected to assume the responsibility for notifying the instructor when difficulties arise. (Don't wait until the end of the semester!) The course is a team effort between instructor and students: feedback is welcome.
7. **Unanticipated distress.** Discussions of issues related to behavior, experiences and culture may unexpectedly result in in distressing reactions to discussions, readings, and content in the course. While not anticipated, I would encourage you to contact the professor if you find yourself experiencing distress related to class topics and discussions. You may be able to get support in addressing these issues within the context of the class. Please communicate the type of support that will be helpful. You may also be able to get support from the UT Counseling and Mental Health Center (512-471-3515 or [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/)). You may also contact a service provider of your choice.
8. **Respecting diversity:** Students are expected to respect the opinions, beliefs and feelings of other students and guest speakers, even though they may differ from their own.
9. **Religious holidays:** University policy is to respect religious holidays. Please advise the instructor and TA of any upcoming holidays and the specific dates of a missed class to make arrangements for assignments and ensuring coverage of class materials.
10. **Use of electronics:** Being fully engaged in the learning experience will maximize your mastery of the content of the course, which includes foundational knowledge and skills. Please use your electronics in a way to support your learning. Please put your cell phone away during class. Please use computers only for taking notes or for class activities. Use of electronic materials during class time for activities beyond the scope of the class (including, but not limited to email, texting, Twitter, YouTube, Facebook, un-authorized web searching etc.) is subject to consequences. Consequences may include a personal warning or loss of privilege for using a computer during class. The instructor reserves the right to amend this policy.
11. **Emergency evacuation policy:** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation. Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building. If you require assistance to evacuate, inform the professor in writing during the first week of class. In the event of an evacuation, follow the professor's instructions. Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department or the Fire Prevention Services office.
12. **Behavior concerns advice line (BCAL).** If students are worried about themselves or someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about how to access resources or concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC),

the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

13. **Course evaluations:** This instructor will participate in the course evaluation provided by the university.

**Class Schedule**  
(Subject to Revision)

Extra topics – competence – how do I know I have the competence? Dangerousness? Triage? Professional organizations,?

Date	Topic	Reading Assignment	Activities	Assignments
Jan. 19	Course Overview	Values and Ethics Ethical Violations <a href="https://www.dshs.texas.gov/counselor/lpc_enforce.shtm">https://www.dshs.texas.gov/counselor/lpc_enforce.shtm</a> Assign Business and Family Law Groups for Group Project Due: March 2nd	Values Game	
Jan. 26	History and Professional Identity in Counseling	Article – Through the Glass Darkly... Article – 20/20  Article – Multicultural Professional Organizations		“Three Things” DP
Feb. 2	Counselor as Advocate	Becoming a Social Justice Advocate: If not us, then who? <a href="http://search.alexanderstreet.com.ezproxy.lib.utexas.edu/view/work/1779006">http://search.alexanderstreet.com.ezproxy.lib.utexas.edu/view/work/1779006</a>		“Three Things”
Feb. 9	ACA & Texas Administrative Code	ACA Code of Ethics (Review) <a href="https://www.counseling.org/resources/aca-code-of-ethics.pdf">https://www.counseling.org/resources/aca-code-of-ethics.pdf</a> The Texas Administrative Code, Title 22, Part 30 <a href="http://texreg.sos.state.tx.us/public/readtac\$ext.ViewTAC?tac_view=3&amp;ti=22&amp;pt=30">http://texreg.sos.state.tx.us/public/readtac\$ext.ViewTAC?tac_view=3&amp;ti=22&amp;pt=30</a> Subchapters A, B, C	Case Discussions	
Feb. 16	Licensure and Certification	Licensure and and Certification The Texas Administrative Code, Title 22, Part 30 <a href="http://texreg.sos.state.tx.us/public/readtac\$ext.ViewTAC?tac_view=3&amp;ti=22&amp;pt=30">http://texreg.sos.state.tx.us/public/readtac\$ext.ViewTAC?tac_view=3&amp;ti=22&amp;pt=30</a> Subchapters D-N	LPC Panel	“Three Things”
Feb. 23	Specialty Codes – SC - ASCA & Texas Educator Code of Ethics HE - Student Mental Health and the Law	<b>School Counseling</b> ASCA Ethical Standards for School Counselors <a href="https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf">https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf</a> Texas Code of Ethics for Educators Texas Administrative Code, Title 19, Part 7, Chapter 247 <a href="http://texreg.sos.state.tx.us/public/readtac\$ext.ViewTAC?tac_view=4&amp;ti=19&amp;pt=7&amp;ch=247&amp;rl=Y">http://texreg.sos.state.tx.us/public/readtac\$ext.ViewTAC?tac_view=4&amp;ti=19&amp;pt=7&amp;ch=247&amp;rl=Y</a> <b>Higher Ed</b> American College Counseling Association <a href="http://www.collegecounseling.org/ACCA-By-Laws">http://www.collegecounseling.org/ACCA-By-Laws</a> Student Mental Health and the Law <a href="https://www.jedfoundation.org/wp-content/uploads/2016/07/student-mental-health-and-the-law-jed-NEW.pdf">https://www.jedfoundation.org/wp-content/uploads/2016/07/student-mental-health-and-the-law-jed-NEW.pdf</a>	Small Group Case Analyses	
Mar. 2	Texas Family and Business Law	Texas Family Law <a href="http://statelaws.findlaw.com/texas-law/texas-family-laws.html">http://statelaws.findlaw.com/texas-law/texas-family-laws.html</a>  Texas Business Law <a href="http://statelaws.findlaw.com/texas-law/texas-business-laws.html">http://statelaws.findlaw.com/texas-law/texas-business-laws.html</a>	Group Project	Texas Law Group Project
Mar. 9	Ethical Case Conceptualization and Treatment	Berman, Chaps 1-2		
Mar.		SPRING BREAK!!		



16				
Mar. 23		Berman, Chap 3		
Mar. 30		Berman, Chap 4&5		
Apr. 6		Berman, Chap 9		
Apr. 13		Berman, Chap 12 & 13		
Apr. 20		Termination		<b>Case Conceptualiza- -tion</b>
Apr. 27	Record management	Luepker - Chaps 1-5		
May 4	"	Luepker – Chaps 6-9		
	"	Luepker Chaps 10-13		

Appendix A

General grading criteria for Psychodynamic and CBT papers:

Point Value	Criteria
10 -11 points or below	Partial completion – covers less than ½ of major issues or is late or contains significant grammatical/spelling errors.
12-13 points	Includes more than ½ of major issues or is organized but contains some grammatical/spelling errors.
14-15 points	Refers to most major issues and is organized* with minimal grammatical/spelling errors. * Contains a clear thesis statement.
<b>16-17 points</b>	<b><i>Includes all the major issues and is well written* (organized, no significant grammatical or spelling errors.) *Contains a clear thesis statement and specific supporting details. Refers to but does not integrate elaboration.</i></b>
18-20 points	Meets the criteria for 16-17 points and includes fully integrated elaboration (addresses issues beyond what is required, such as ethical issues, diversity issues, refers to outside readings or ties in other fields of study, for example from outside majors, examination of limitations and strengths of the approach, uses creative dialogue, etc.)

Appendix A  
EDP 385C: Advanced Ethics and Professional Issues  
Reading List

**Introduction**

Hodges, S. (2011). Through a Glass Darkly – Envisioning the future of the counseling profession:

A commentary. *Professional Counselor* 1(3), 191-200.

Kaplan, D. M., Tarvydas, V. M., & Gladding, S. T. (2014). 20/20: A vision for the future of counseling. *Journal of Counseling and Development*, 92, 366-372.

Association for Spiritual, Ethical and Religious Values in Counseling. (2017). Spiritual Competencies. <http://www.aservic.org/resources/spiritual-competencies/>

Kaplan, D. M., Francis, P. C., Hermann, M. A., Baca, J. V., & Goodnough, G. E. (2017). *Journal of Counseling & Development*, 95, 110-120.

Kocet, M. M. & Herlihy, M. J. (2014). Addressing value-based conflicts within the counseling relationship: A decision-making model. *Journal of Counseling and Development*, 92, 180-186.

McCurdy, K. G. & Murray, K. C. (2003). Confidentiality issues when minor children disclose family secrets in family counseling. *The Family Journal*, 11, 393-398.

Fisher, M.A. (2009). Replacing “who is the client?” with a different ethical question. *Professional Psychology: Research and Practice*, 40, 1-7.

Sue, D.W., et al, (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*: 62,(4), 271-286.

Smith, D. (2003). Ten ways practitioners can avoid frequent ethical pitfalls. *Monitor on Psychology*, 50-54. <http://www.apa.org/monitor/jan03/10ways.html>

Oliver, M.N.I., et al. (2004). An exploratory examination of student attitudes toward “impaired” peers in clinical psychology training programs. *Professional Psychology: Research and Practice*, 35, 141-147.

Zur, O. et al. (2009). Psychotherapist self-disclosure and transparency in the internet age. *Professional Psychology: Research and Practice*, 40, 22-30.

Boderhorn, N. (2006). Exploratory study of common and challenging ethical dilemmas experienced by professional school counselors. *Professional School Counseling*, 10, 195-202.

Kiel, J. M., & Knoblauch, L. M. (2010). HIPAA and FERPA: Competing or collaborating? *Journal of Allied Health*, 39(4), E161-E165.

Kocet, M.M., & Herlihy, B.J. (2014). Addressing value-based conflicts within the counseling relationship: A decision-making model. *Journal of Counseling and Development*, 92, 180-186.

Murphy, S. N. (2011, February 21). Your witness. *Counseling Today*. Retrieved from:  
<http://ct.counseling.org/2011/02/your-witness/>

Vasquez, M. J. T., Bingham, R. P., & Barnett, J. E. (2008). Psychotherapy termination: Clinical and ethical responsibilities. *Journal of Clinical Psychology*, 64(5), 653-665.

Amatrano, I. M. (2014). Teaching ethical decision making: Helping students reconcile personal and professional values. *Journal of Counseling and Development*, 92, 154-161.

Kocet, M. M., & Herlihy, B. J. (2014). Addressing value-based conflicts within the counseling relationship: A decision-m

McAdams, C. R., & Foster, V. A. (2007). A guide to just and fair remediation of counseling students with professional performance deficiencies. *Counselor Education and Supervision*, 47, 2-13.

[https://www.dshs.texas.gov/counselor/lpc\\_enforce.shtm](https://www.dshs.texas.gov/counselor/lpc_enforce.shtm)

### Client Assessment and Case Analysis

The goal of this assignment is to help students develop competency in the following areas:

- Gathering client data
- Analyzing client data
- Synthesizing client data
- Writing a complete but concise report
- Connecting private troubles with public issues
- Practice ethics

#### Assignment Overview:

This assignment must be completed with a client from the student's caseload in field, and consists of two related parts. The first part is a multidimensional assessment of the client and is worth 10 points. The second part is an analysis of the client's case and is worth 15 points.

#### Case Assessment:

Students should choose a client they are fairly familiar with and with whom they have had at least one face-to-face interview. Students are encouraged to review the required format (see below, page 3) prior to meeting with the client so they know what information to focus on collecting. Students may supplement their data collection with other sources besides the client, including agency records, family members and referral sources. The assessment must be well organized (the reader can easily find key information), contain relevant client details, and be written from a strengths perspective (no jargon). Assessments must also reflect an accurate understanding of the assessment process and the DAP format as taught in readings and in class. Students may not use clients' actual names or actual names of family members. Students should avoid jargon and be as concise and clear as possible. Assessments must be written in 3<sup>rd</sup> person. The completed paper will be 6-8 pages long.

#### Ethical Case Analysis:

Using the headings below, write a 10-page double-spaced paper addressing each section's questions. The analysis must be written in 1<sup>st</sup> person.

**I. Social Justice** - What larger vulnerable group does your client belong to? Find a short article online that explores or reports on the special needs of this group, and read it. Give the name, author and source of the article and briefly summarize it. Explain how the article helped you better understand the "public issue" aspect of your client's "private troubles." How will your new knowledge from the article influence your future work with the client or with this type of client? Explain. Provide a reliable link to the article in this section.

**II. Intervention** – Explain the plan that you helped create with the client as a result of the assessment. How did you arrive at it and decide it was appropriate? If the intervention is one that is typically prescribed by the agency, how did you or will you individualize it for your client? How did you introduce the intervention to the client and explain its rationale? How did you create a collaborative problem solving relationship with your client? Discuss outcomes – how will you and your agency know if the intervention was effective or not?

**III. Ethics** – What issues did you have to be particularly attuned to in order to work as ethically and competently as possible with this client or the client population at your agency? What ethical dilemmas and values conflicts arose for you while working with this client? Discuss how you managed them.

**IV. Use of Self** – Of the five operational definitions that the Claudia Dewane explores in her article *Use of Self: A Primer Revisited*, which one was most challenged by working with this client and why. What do you think you need to do or work on to get stronger in this area and to become a more authentic, effective social worker?

#### Grading Rubric:

<b>Assessment Orienting Information</b> Student includes all required data for this section. Data is relevant and reflects a strengths orientation. Client's perspective is represented. Writing is clear and key information can be located easily.	<b>2</b>
<b>Assessment Client Functioning</b> Student includes all required data for this section. Data is relevant and reflects a strengths orientation. Client's perspective is represented. Writing is clear and key information can be located easily.	<b>2</b>
<b>Assessment Conclusions</b> Writer's hypothesis about what's the matter and what will help is clear, easy to locate and concise. Conclusions are supported with evidence from data collected. Motivation, capacity and potential obstacles are identified within a strengths perspective. Any safety issues uncovered in data collection are noted.	<b>3</b>
<b>Assessment Plan</b> Plan is well organized, concise, easy to understand and clearly suitable for the client's individual needs. Client collaboration and buy-in are evident. Who will do what by when and any resources are identified. Safety is clearly prioritized as needed.	<b>2</b>
<b>Assessment Overall Quality</b> Student uses required format. Information can be easily found in the appropriate section. Sections are concise with little to no duplication of information. Respect for the client as an individual is evident throughout.	<b>1</b>
<b>Analysis Social Justice</b> Student thoroughly and accurately addresses questions. Answers are clear and conclusions are well supported with interesting and relevant detail. Article chosen is strong, appropriate to the client population and the link provided for the article works.	<b>4</b>
<b>Analysis Intervention</b> Student thoroughly and accurately addresses questions. Answers are clear and conclusions are well supported with interesting and relevant detail.	<b>3</b>
<b>Analysis Ethics</b> Student thoroughly and accurately addresses questions. Answers are clear and conclusions are well supported with interesting and relevant detail.	<b>3</b>
<b>Analysis Use of Self</b> Student thoroughly and accurately addresses questions. Answers are clear and conclusions are well supported with interesting and relevant detail.	<b>3</b>
<b>Analysis Overall Quality</b> Assignment is neat and well organized. Student uses required formats, and an effective opening and closing paragraph where required. Student uses APA style correctly and all sources are cited.	<b>2</b>
<b>Total</b>	<b>25</b>

**Case Assessment Format**

### I. Orienting Information (Data)

#### A. Brief description of the client/client system

#### B. Presenting problem

- Client's perspective of the pp
- Referral source's perspective of the pp
- Other relevant perspectives

#### C. History of the presenting problem

- Duration and frequency of problem(s)
- Client's attempts to resolve the problem
- In what situations does problem occur?
- Exceptions to the problem

### II. Client Functioning (Data)

#### A. Current client functioning in the following areas (reference pages 216-235 in text):

- Biophysical
- Cognitive/Perceptual
- Affective
- Behavioral
- Other information unique to the client's functioning that will enhance the reader's understanding

#### B. Client's current environment (reference pages 237-238 in text)

- Physical environment
- Social Support Systems (SSS)
- Cultural context (include spiritual beliefs and practices as appropriate)
- Other information unique to the client's environment that will enhance the reader's understanding

### III. Worker's Overall Conclusions and Impressions (Analysis)

In this section, the student draws preliminary conclusions about the client's presenting problem, using specific evidence provided by the client (or by other sources) as support. The student also discusses the client's motivation and capacity for change, as well as potential obstacles. This section lays the foundation for the intervention plan.

### IV. Intervention Plan and Conclusion (Plan)

In this section, the student lays out a plan of work in collaboration with the client that is based on the information gathered and the preliminary conclusions. The plan should be client-centered and culturally sensitive. Student must specify who will do what by when, and include any local resources that will be utilized. Issues of client safety, if evident in the data collected, must be addressed.