

Hodges University Clinical Mental Health Counseling Program

Professional Attitude and Behavior Agreement

The student should review the identified attitudes and behaviors below. The student should reflect upon whether he/she is willing to meet these standards of conduct while in the Clinical Mental Health Counseling Program at Hodges University. The student should make sure to clear up any questions or concerns with program faculty before signing.

Students enter the Clinical Mental Health Counseling Program with a set of personal values and personal ethics. While in the program, it is expected that the student will make significant progress to align her/his personal ethics with the professional ethics as defined by the American Counseling Association (ACA) 2014 Code of Ethics. The Code of Ethics is attached to this document.

Below, specific attitudes and behaviors expected of student counselors in the CMHC program are identified. The student may receive feedback at some point in his/her academic career from a faculty member, site supervisor or a fellow student regarding these attitudes and behaviors, or other attitudes and behaviors identified in the 2014 ACA Code of Ethics. The student has the right to his/her own thought processes, and to evaluate the feedback he/she receives. The student also has the right to ask for clarification of the feedback if needed, as well as the ability to ask others about the feedback if the student finds that to be helpful.

This checklist is by no means an inclusive list. Standards are included in the order in which they appear in the Code of Ethics in order to make cross-referencing to the Code easier. The process of incorporating the student's own value system and ethics into professional ethics takes time, and must be done honestly. This will require some internal dialogue on the student's part as well as discussions with faculty and other students, as well as other professionals. Students enrolled in the CMHC are expected to be independent critical thinkers while at the same time acknowledging the professional experience and positive intent of CMHC faculty in giving feedback to the student.

Section F of the 2014 ACA Code of Ethics covers the roles and responsibilities of counselor educators in their capacity as faculty, advisors and site supervisors.

Professional attitudes and behaviors of the professional counselor:

1. Puts a high priority on avoiding harm to clients or future clients. The student has an open and willing attitude toward feedback and suggestions given by faculty, peers and site supervisors to help the student reduce the possibility of harm. (ACA 2014 A.4.a)
2. Is willing to continue to become more aware of her/his own values, beliefs and behaviors, and identifies those personal beliefs, values and behaviors which should not be imposed on a client and her/his goals. The student is open and honest about areas of personal

belief, values and behaviors which will conflict with the diversity of client beliefs, values and goals. The student makes every effort to reconcile an unconditional acceptance of client beliefs, values and goals, even while they may retain their own. (ACA 2014 A.4.b)

3. Monitors her/his growing effectiveness as a counseling student, and is open to constructive feedback from faculty, peers and site supervisors and seeks help or advice when necessary. The student demonstrates awareness that personal effectiveness includes an ability to relate to others and grow personally, effective application of a developing skill set in the classroom, culminating in effective student level practice in practicum and internship. (ACA 2014 C.2.d)
4. Recognizes ethical dilemmas and knows how to seek consultation, and at a more advanced student level is able to reason through a dilemma using standard processes and tools. The student shows an ever increasing ability to apply a professional ethic to difficult situations involving ethical dilemmas and associated law, and has a clear idea of when to consult with supervisors, and others. Assists faculty, professionals and relevant boards with investigations of ethical violations. (ACA 2014 C.2.e; H.1.a; H.1.b)
5. Highly values continuing education both in the program and from other sources. The student is able to find the latest research, professional forums, conferences and workshops, and other sources of information that increase the students professional knowledge base in areas of current growth. (ACA 2014 C.2.f)
6. Understands the ACA 2014 Code of Ethics in its entirety and is able and willing to adhere to the standards as well as Florida law, and local law and other applicable standards, such as practicum or internship agency policy or Hodges University policies and procedures. The student gathers information about the standards which will guide her/his future practice and demonstrates an increasing awareness of them, culminating in a mastery of the relevant standards in the PSY 6000 Legal, Ethical and Professional Standards of Counseling Practice class. (ACA 2014 C.1; F.8.a)
7. Monitors areas of personal physical, mental, emotional and social problems for impairment. The student has the ability to gauge when physical, and/or psychosocial stressors and conditions impair her/his ability to effectively learn or perform properly in practicum or internship. The student effectively seeks help or advice on proper avenues of help. (ACA 2014 C.2.g; F.5.b)
8. Takes great care to properly transfer clients and ensure records are fully up to date to agency and professional standards when a leave of absence or withdrawal from the program is taken during a practicum or internship placement. The student, even in times of stress, must demonstrate a clear ability to put client welfare and safety first. (ACA 2014 C.2.h; D.1.g)

9. Accurately represents herself/himself as a Mental Health Counselor Intern to clients, other professionals and the general public, and claims only proper credentials and degree accreditations. The student at no point misrepresents her/his professional status regarding licensure status, current credentials, types of professional memberships and accreditation status of their degree. (ACA 2014 C.4.a, b, e, and f)
10. Accepts others without rejection based upon age, culture, disability, ethnicity, race, religion, spirituality, gender, gender identity, sexual orientation, marital status or partnership, language preference, socioeconomic status, or any other basis provided by law, and does not condone discrimination by others. The student actively works to become more aware of diversity and her/his own reactions to differences which might interfere with her/his counseling effectiveness. (ACA 2014 C.5; E.5.b, c)
11. Neither condones nor engages in sexual harassment nor the creation of an intimidating or unfair classroom or placement environment. The student clearly conforms to all professional standards of conduct and applicable law when relating with fellow students, site supervisors and agency employees, the general public, faculty and school personnel, and especially clients. (ACA 2014 C.6.a)
12. Works professionally and respectfully with fellow students, faculty, site supervisors and site employees. The student is respectful of differing opinions and professional practice, and respects the need for interdisciplinary teamwork and consultation, and works to continually improve her/his professional relationship skills and clarify professional boundaries. (ACA 2014 D.1.a, b, c)
13. Masters the knowledge of procedures of ethical research and publication in the PSY 5500 Research and Program Evaluation class. The student follows ethical procedures for conducting research, publishing, and with classroom work, including an ethic of rigorous academic honesty. (ACA 2014 Standard G)

I understand that the Hodges University Clinical Mental Health Counseling Program requires students to perform adequately in areas of academic assessment that include the ability to form and continue positive relationships with others; the ability to acquire and correctly use counseling knowledge and skills, and the ability to successfully complete all practicums and internships in the judgment of faculty and site supervisors. These expectations are in addition to the didactic coursework expectations and assessment procedures. I understand that I will be expected to continually improve my ability to demonstrate counseling competencies as I progress in the program. I further understand that the American Counseling Association 2014 Code of Ethics forms the basis of professional standards to which I must adhere.

Student signature _____

Date _____

Print Name _____

Faculty Signature as witness _____

Date _____

Ver. 4/9/14