

PLO Artifact # 2 Reflection

Corrie White

Department of Sport and Performance Psychology, University of Western States

SPP6570: Capstone

Dr. Wendell Otto

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PLO #2: Apply Major Ethical Standards and Principles Relevant to Sport and Performance Psychology. Artifact: Coun 6200: Personal Development and Ethical Career Plan.

Introduction

The artifact I selected for this PLO is the Professional Development Plan completed during COUN 6200 at the beginning of my graduate program. This represents the earliest stage of my ethical learning and my initial understanding of the responsibilities of sport and performance psychology. The purpose of the assignment was to identify the ethical standards, personal vulnerabilities, competencies, and professional expectations that would guide my development. It was meaningful to my growth because it helped me understand how central ethical reasoning is to every part of practice. Now, the artifact reveals my basic understanding of ethics, relying heavily on rules and certification guidelines which has now expanded to boundaries, scope of practice, multiple relationships, and confidentiality. This early work shows comprehension, commitment and growth in critical thinking, ethical application, and the ability to navigate dilemmas with real athletes and teams.

Theoretical Foundations

The Ethics Professional Development Plan was informed by the APA Ethics Code, the AASP ethical standards for CMPCs, state guidelines for non licensed practitioners, and emerging telehealth principles. At the time, my understanding of these frameworks was mostly descriptive. I could summarize competence, informed consent, confidentiality, and avoiding harm, but I did not yet know how these principles applied in sport settings or with minors. Over the course of the program, my understanding evolved into a more integrated and evaluative approach. I learned to connect competence to specific interventions, to understand confidentiality within team based

environments, and to apply APA's updated Telepsychology Guidelines when working virtually. My coursework in multicultural counseling and performance enhancement expanded my awareness of cultural and contextual factors that influence ethical decision making. I notice a shift from naming principles to actively using them in professional reasoning.

Artifact Significance and Insights

This artifact represents the beginning of my ethical identity in sport and performance psychology. Creating this plan helped me anticipate the challenges I would later face in applied work, including informed consent with minors, communication with parents, boundary management in a small community, and scope of practice decisions related to mental health concerns. Once I began working with soccer athletes, volleyball players, swimmers, and snowboarders, I realized how central ethics is to every decision I make. The artifact gave me a reference point for understanding my responsibilities, and allowed me to consider situations and career points where hard decisions would be made. It also contributed to my professional voice by helping me articulate what it means to practice ethically within performance settings. The insights gained from this artifact connected directly to all the work I have done in sport consulting, mental skills interventions, and virtual service delivery.

Strengths, Weaknesses, and Challenges

A strength of this artifact is the clarity with which I organized my thoughts and identified my ethical responsibilities. I recognized the importance of competence, self awareness, and social justice, personal wellbeing, and culturally sensitive consultation. I showed an early understanding that athletes deserve safe, responsible, and developmentally appropriate services. However, the artifact also reveals weaknesses. My plan was limited because I had not networked or worked with referrals from professionals in the medical system, never considered the rule of

insurance and other systemic influences. I did not quite grasp the complexity of confidentiality when athletes are part of a team or when parents expect communication. I also underestimated the ethical challenges of teleconsulting with minors and the boundaries required in a small community. These challenges became clearer through applied mentorship, and ongoing coursework. If I were to revise this artifact today, I would consider more specific situations of working with referral patients and what confidentiality looks like in these situations.

Future Directions

Moving forward, I plan to continue strengthening my ethical competence through ethical decision making, peer consultation, and a commitment to living virtue ethics. I aim to refine my procedures for informed consent, documentation, and communication with parents and coaches. I also plan to seek a group of colleagues in the CMPC world to share ideas and dilemmas with. Ethical decision making will remain central to my long term professional goals, both as a mental performance consultant and as someone considering doctoral training in psychology. My commitment to ethical practice has crystallized as I now understand how easy it is to violate ethical principles, simply by not thinking before speaking.

Integration of Course Concepts and Ethical Considerations

My professional development plan touched on themes that reappeared throughout every course. Concepts related to intentions, scope of practice, personal coping, self awareness, cultural humility, and professional boundaries all connect to the ethical issues I outlined in the plan. As I progressed, these ideas became integrated into my understanding of the field of SPP.

The Ethics Professional Development Plan helped me recognize that ethical practice is not a checklist but an ongoing process. Throughout the program, I developed a clearer understanding of confidentiality, cultural competence, documentation, informed consent, and

boundaries. I am acutely aware of how to evaluate my own competence honestly and when to refer an athlete for mental health services. My ethical reasoning now reflects a more nuanced understanding of developmental needs, sport culture, and family systems. This growth has strengthened my ability to make decisions that protect athletes and support their performance and wellbeing.

Conclusion

The Ethics Professional Development Plan represents the foundation of my ethical growth during the program. It captures my early curiosity, caution, and commitment to responsible practice. Now, with significantly more applied experience, I evaluate ethical dilemmas with greater depth, clarity, and confidence. This artifact demonstrates my achievement of PLO 2 by showing how my understanding evolved from learning the rules to applying ethical principles with real athletes. It also highlights my development into an emerging professional who recognizes that ethical competence is both essential and ongoing.

References

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