

Fall 2021

CE 633 Syllabus: Ethical Practice and Social Change

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Winona State University Counselor Education Department CE 633: Ethical Practice & Social Change Semester Hours: 3 Fall semester 2021		
Course Location	No in-person meeting. Asynchronous online course	
Instructor	Rieko Miyakuni, Ed.D.	
Instructor Phone & E-Mail	(507) 457-5352 (office) rieko.miyakuni@winona.edu (best way)	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	WSU-W Campus, Helble Hall 348 GPS address: 101 E 7 th St. Winona, MN 55987	
Instructor Office Hours:	No office hours during the summer semester.	

I.

COURSE DESCRIPTION

This course introduces students to the legal, professional and ethical issues that affect the practice of counseling and psychotherapy and the methods and ethical basis for counselors to be agents of social change. Students will become familiar with law and ethical codes related to the counseling profession. A model for ethical decision-making will be presented. Also, students will be presented with models for social change in their function as leaders, change agents, collaborators, and risk takers. Providing outreach and advocacy services in the school and community settings, students will expand their role as counselors to include the social contexts of culture, the dynamics of power at work in any system, and the political processes essential for change. Grade only.

II. COURSE PREREQUISITES

Admission to the School of Graduate Studies

III. COURSE OBJECTIVES

This course will provide the essential learnings necessary for students to:

1. Recognize ethical issues in their personal and professional lives.
2. Demonstrate an ability to reason about ethical issues, and to explain and utilize a model of ethical decision making.
3. Conceptualize social and moral responsibilities and use your personal agency to effect change.
4. Increase your ability to identify multiple viewpoints and courses of action in the ethical decision-making process.
5. Develop knowledge and understanding about the role, function, and core standards of the major codes of ethics applicable to professional counseling practices.
6. Articulate the major laws, statutes, and regulations that currently apply to counseling practice.
7. Apply legal precedent and ethical codes and principles to case studies.
8. Develop or increase your understanding of social justice issues, their relationship to ethics, and to the professional identity of counselors.
9. Explore ethical issues across cultures, and their implications for multicultural competent practice.

IV. COURSE REQUIRED TEXTS

Cottone, R. R. & Tarvydas, V. M. (2016). *Ethics and Decision Making in Counseling & Psychotherapy, 4th ed.*, New York: Springer Publishing Co. ISBN-13: 9780826171719. See purchasing options: <http://www.springerpub.com/ethics-and-decision-making-in-counseling-and-psychotherapy-fourth-edition.html> and <https://www.amazon.com/o/ASIN/0826171710/springer-20>

* Washington, D. B. & Demask, M. (2008). *Legal and Ethical Issues for Addiction Professionals*. Center City, MN: Hazelden. ISBN-978-1-59285-716-6 (This is a pamphlet.) http://www.hazelden.org/OA_HTML/ibeCCTpItmDspRte.jsp?item=13340

** Baird, B. N. (2014). *The Internship, Practicum, & Field Placement Handbook: A Guide for the Helping Professions, 7th Ed.* New York: Pearson. ISBN-13: 978-0-205-95965-5
This book will be used in all ACCP courses. See: <https://www.amazon.com/Internship-Practicum-Field->

[Placement-Handbook-ebook/dp/B011KXGILA](#) and [VALOREBOOKS](#)

Other course readings as assigned (see D2L).

* For students pursuing LADC or “dual licensure (i.e., LPCC & LADC); ** For Addiction Counseling Certificate Program (ACCP) students only

SUGGESTED READINGS/RESOURCES

- American Counseling Association (ACA) (2014) *ACA Code of Ethics*: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- The American School Counselor Association: <https://www.mnschoolcounselors.org/wp-content/uploads/2017/03/EthicalStandards2016.pdf>
- Minnesota Certification Board (addictions): <http://www.mcboard.org/codes-of-ethical-conduct/certifications/codes-of-ethical-conduct>
- NAADAC Code of Ethics (addictions): <https://www.naadac.org/code-of-ethics>
- Substance Abuse Confidentiality Regulations: 42 CFR Part 2: <https://www.ecfr.gov/cgi-bin/text-idx?rgn=div5;node=42%3A1.0.1.1.2> Also refer this site: <https://www.samhsa.gov/sites/default/files/faqs-applying-confidentiality-regulations-to-hie.pdf>
- Understanding Health Information Privacy—Summary HIPPA Privacy & Security Rules: <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html> (Privacy) <http://www.hhs.gov/ocr/privacy/hipaa/understanding/srsummary.html> (Security)

V. COURSE CONTENT AREAS

This course meets the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2016) Core Standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well.

2016 CACREP STANDARDS		LOCATION OF EVALUATION			
CORE		Chapter / Other Readings & Quizzes	Discussion Posts	Ethics Paper	Advocacy Project
1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	Learning Outcome				
1.a. History and philosophy of the counseling profession and its specialty areas.	5, 6	Ch 2 & 5	DP 3	X	X
1.b. 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.	1, 2, 6	Ch 2, 4, 7, 8	DP 3		X
1.d. The role and process of the professional counselor advocating on behalf of the profession.	3, 8, 9	Advocacy quiz	DP 3, 4		X
1.e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	3, 8, 9	Advocacy quiz	DP 3, 4		
1.f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues.	5, 8	Ch 2, 8 & 12-18		X	
1.g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	6, 7	Ch 2, 8 & 12-18		X	
1.i. Ethical standards of professional counseling organizations and credentialing bodies, and	5, 6, 7	Ch 3, 4	DP 1, 4	X	

applications of ethical and legal considerations in professional counseling.					
1.j. Technology's impact on the counseling profession.		Ch 14		X	
1.l. Self-care strategies appropriate to the counselor role.	1	Ch 7			
1.m. The role of counseling supervision in the profession.	4	Ch 19			
2. SOCIAL AND CULTURAL DIVERSITY					
2.e. The effects of power and privilege for counselors and clients.	1, 9	Ch 3, 12			
5. COUNSELING AND HELPING RELATIONSHIPS					
5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.	3, 8, 9	Ch 3, 4, 6, 11 Advocacy quiz	DP 3, 4		X
5.e. The impact of technology on the counseling process.		Ch 14		X	
7. ASSESSMENT AND TESTING					
7.d. Procedures for identifying trauma and abuse and for reporting abuse.	1, 5, 7	Ch 4, 13	DP 4		
Clinical Mental Health Counseling (CMHC)					
2. CONTEXTUAL DIMENSIONS					
2.i. legislation and government policy relevant to clinical mental health counseling	6, 7	Ch 5, 10, 14		X	X
2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	5, 6	Ch 2, 8, 14		X	
2.l. legal and ethical considerations specific to clinical mental health counseling	2, 3, 5, 6, 7	Ch 4, 14 Ch 9-11	DP 2, 4		
3. PRACTICE					
3.c. strategies for interfacing with the legal system regarding court-referred clients	2, 3, 6	Ch 9-11, 14	DP 2, 4	X	
3.e. strategies to advocate for persons with mental health issues	1, 2, 6	Ch 8, 14			X
School Counseling (SC)					
1. FOUNDATIONS					
1.a. history and development of school counseling	5, 6	Ch 2, 5			
2. CONTEXTUAL DIMENSIONS					
2.a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools	3, 4, 5, 8	Ch 6-7, 10-11			X
2.f. competencies to advocate for school counseling roles	2, 3, 6, 8	Ch 10-11			X
2.l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling	5	Ch 2, 8, 13		X	
2.m. legislation and government policy relevant to school counseling	5, 6, 7	Ch 6-8, 10-11	DP 4	X	
2.n. legal and ethical considerations specific to school counseling	1, 5, 7	Ch 10-11	DP 4	X	

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

- A. Text book chapters and other assigned and suggested readings
- B. Use of technology and media including videotapes, films, and Power Points

- C. Discussion posts
- D. Internet-based learning --Asynchronous activities, such as case studies, responses to structured exercises, & advocacy/service learning projects
- E. Reflective self-evaluations and/or journaling

VII. COURSE EVALUATION METHODS

A. Description of Assignments

NOTE: All assignments must be completed—students cannot self-select (i.e., “pick-&-choose”) which assignments to complete; all assignments are required for a passing grade!

Course Obj.	Assignment	CACREP Standards Assessed Code: Core/CMHC/School	Due Date	Points
1, 2, 3, 4, 5, 6, 7, 8, 9	Chapter/module quizzes Text Chs. 1-11; 13-16; 18-20; advocacy and the TRAINER model; & self-care	Core: 1.a., 1.b., 1.d., 1.e., 1.f., 1.g., 1.i., 1.j., 1.l., 1.m., 2.e., 5.d., 5.e., 7.d. CHMC: 1.a., 2.i., 2.k., 2.l., 3.c., 3.e. School: 1.a.,2.f., 2.l., 2.m., 2.n.	Quizzes are due weekly, <u>each Friday</u> , by 11:59 PM. They are located under the <i>Assessments</i> tab, <i>Quizzes</i> .	250
1, 2, 3, 4, 5, 6, 7, 8, 9	D2L Discussions	Core: 1.b., 1.d., 1.e., 1.i., 5.d., 7.d. CMHC: 2.l., 3.c., 3.e. School: 1.a., 2.i., 2.f., 2.l., 2.m., 2.n.	See course schedule below for specific dates	100 (1 original posts and 2 peer responses worth 25 points per discussion, X 4)
1, 2, 4, 5, 6, 7	Ethics Report	Core: 1.b., 1.f., 1.g., 1.i., 1.j., 5.e. CMHC: 2.i., 2.k., 2.l., 3.c., 3.e. School: 2.l., 2.m., 2.n.	Week 6 (10/1)	50
3, 4, 8	Advocacy Project	Core: 1.b., 1.d., 1.e. CMMC: 2i., 3.e. School: 2.a.,2.f.	Week 13 (11/19)	100
Total				500

IMPORTANT: Late work is not accepted except in extreme circumstances and with prior permission of instructor. A grade of Incomplete (I or IP) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student’s responsibility to notify the instructor immediately.

A. Description of Assignments

NOTE: All assignments must be completed—students cannot self-select (i.e., “pick-&-choose”) which assignments to complete; all assignments are required for a passing grade!

QUIZZES (17 chapter/module quizzes; 250 points total)

Quizzes are due weekly, **each Friday, by 11:59 PM.** They are located under the *Assessments* tab, *Quizzes*.

D2L DISCUSSIONS (25 points each; 100 points total)

Students will discuss specific topics outlined by the instructor (see D2L “Discussion” page). Course texts and scholarly literature should be used to support comments and opinions, to include citing at least one reference in each post to support your comments and opinions about that topic. Students are required to view a minimum of ten peer’s posts and to respond to at least two peers’ posts. Each discussion topic will be graded by the rubric below.

- Discussion Question #1–Original post due Friday, 9/10; no comments due to peers’ posts.
- Discussion Question #2–Original post due Tuesday, 10/5; comments to others due Friday, 10/8.
- Discussion Question #3–Original post due Tuesday, 11/2; comments to others due Friday, 11/5.
- Discussion Question #4–Original post due Friday, 11/26; no comments due to peers’ posts.

Grading Rubric for D2L Discussion Questions—See D2L Course page: *Assessment* tab, *Rubrics, Discussion Board* - 25 pt.

NOTE on Rubrics: *A rubric is a guide for you to meet the least minimum requirements of a given assignment. Please use the rubrics as your guide to demonstrate that you understood the materials, your ability to apply, and synthesize the materials.*

ETHICAL STANDARDS & LEGAL CODES REPORT—Due Week 6, 10/1, 11:59 PM (50 points):

Because online learning requires self-direction, this project is intended to assist you in educating yourself and others about the ethical codes and/or legal standards at the federal or state level. Each student will craft a 5-7 page report providing a brief overview of some of the ethical and legal standards for school, clinical mental health, or addiction counselors and/or other professionals, paying particular attention to the ethical codes (e.g., ACA, ASCA, NAADAC, etc.) state and federal laws and regulations (e.g., HIPPA), and/or accreditation standards (e.g., CARF, JCAHO), as applicable, to your specific profession (e.g., LADC, LPCC, RN, LSW, teacher or school counselor, etc.), and/or place of professional practice (e.g., hospital, community mental health center, public school, outpatient clinic, and so forth). Legal issues (state or federal) important to your particular profession and/or work site should be integrated into your manuscript.

Additionally, your paper can include (*highly suggested*) a case study example—either fictional or based on personal or professional experience (DO NOT REVEAL IDENTIFIABLE DATA OR CHARACTERISTICS).

You are required to use APA format and you must cite and reference a minimum of five sources, which can include the course textbook, and all sources must be from academic textbooks, peer-reviewed journals, WSU library databases or professionally recognized website (e.g., NIH, CDCP, SAMHSA).

The use of Wikipedia and similar resources (e.g., Psychology Today, and some websites with extension ORG may be appropriate) are NOT acceptable.

Your paper **must** meet the minimum criteria listed above. You will be graded on depth/substance (15 pts), clarity of insights gained (15 pts), integration of additional sources (10 pts), & APA/writing/grammar/etc. (10 pts).

Important: If you prepare your paper without using proper APA style headings, your paper will be returned without being graded. NO Late work is accepted.

ADVOCACY RESEARCH PROJECT & PAPER—Due Week 13, 11/19, 11:59 PM (100 points):

Advocating on behalf of our students, clients, disenfranchised groups, the incarcerated, people with serious and persistent mental illnesses and addictions, and so forth, and teaching them how to advocate for themselves, is an important part of the counseling process. There are social and political barriers to those with addiction that are very real and can inhibit growth. These might include poverty, issues of racism or sexism, homophobia, or lack of access to treatment due to poor health coverage.

For this assignment, you will submit a 8-10 page research paper regarding one population or problem area in need of advocacy and assistance. (For clarification, you need an APA formatted title page and reference page, but the *body* of the paper should be 8-10 pages.) You are required to use APA format and you must cite and reference a minimum of five sources, which can include the course textbook, and all sources must be from academic textbooks, peer-reviewed journals, WSU library databases or professionally recognized website (There may be some vague lines between professionally recognized and those that are not. You must exercise your judgement to determine if these sources are appropriate for a graduate school level academic writing or ask the librarians if you are not sure). The use of Wikipedia and similar resources are not acceptable.

Also, per APA, use subject headings to organize your paper and for better readability: <https://owl.english.purdue.edu/owl/resource/560/16/>.

For this project, you should:

- 1) Identify a specific population or problem area related to school, mental health, or addiction counseling: *Examples include: addiction issues for abused or pregnant women; adolescent substance abusers in the public*

schools; LGBT youth; mental health treatment for the uninsured; immigrant health issues.

- 2) Explore and assess your personal advocacy knowledge, skills, competencies, strengths and needs, particularly in view of the population selected.
- 3) Discuss specific barriers you hope to help this group or individual to overcome through advocacy.
- 4) Discuss your perspective on what advocacy efforts might benefit this situation or population.
- 5) Describe your advocacy project. **NOTE:** Use the T.R.A.I.N.E.R. Advocacy Model.
 Hof, D. D., Dinsmore, J. A., Barber, S., & Suhr, R. (2009). Advocacy: The trainer model. *Journal for Social Action in Counseling & Psychology*, 2(1), 15-28.
 Two ways to access to the journal article. From <https://scholar.google.com/> or WSU library database <https://www.winona.edu/library/>
 T.R.A.I.N.E.R is an acronym for a 7-step collaborative process to (1) *Target* advocacy needs of an underrepresented client group and their associated professional advocacy requirements, (2) *Respond* to the targeted needs by determining which social and/or professional advocacy competencies need to be implemented to address those needs, (3) *Articulate* a plan to accomplish both social and professional advocacy, (4) *Implement* the plan, (5) *Network* for advocacy during the training, (6) *Evaluate* the training, and (7) *Retarget* to address unmet social and/or professional advocacy needs. The T.R.A.I.N.E.R. model is a method of responding to the advocacy needs of clients and communities, as well as the profession, through the provision or coordination of specialized instruction (Hof, et al., 2009, p. 18).
- 6) Consider the 6 dimensions of personal activism:
 1. System: Am I inside or outside of the affected system?
 2. Social group: Am I a part of the privileged or the oppressed group?
 3. Style: Will I intervene indirectly or confront directly?
 4. Self-view: Do I see myself as personally effective or ineffective?
 5. Information: Do I know a lot or a little? How accurate is what I know?
 6. Consequence: Will the personal and organizational consequence of the action be major or minor? (Ratts, et al., 2007) available at: available at:
 Ratts, M. J., DeKruffy, L., & Chen-Hayes, S. F. (2007). The ACA advocacy competencies: A social justice advocacy framework for professional school counselors. *Professional School Counseling*, 11(2), 2156759X0701100203.
- 7) Provide suggestions for other counselors and other addictions professionals, and how they might advocate in their communities, agencies, or schools.

Your paper must meet the minimum criteria listed above. You will be graded on depth/substance (30 pts), clarity of insights gained (30 pts), integration of additional sources (20 pts), & APA/writing/grammar/etc. (20 pts).

Important: If you prepare your paper without using proper APA style headings, your paper will be returned without being graded. NO Late work is accepted.

B. Grading for Course

GRADE SCALE

Percentage	Points	Grade	Percentage	Points	Grade
100-93%	500-465	A	85-79%:	425-395	C
92-86%:	460-430	B	78-72%	390-360	D

Grading Guidelines for Ethics paper and Advocacy Project paper:

“A” Paper

Manuscript is coherent and well-documented (e.g., citations and references, subject headings, minimal use of quotations, etc.); it includes breadth and depth of information and analysis, including consideration of alternate viewpoints or interpretations where appropriate. APA style rules are applied consistently and correctly throughout paper. Paper is well-written and nearly free of grammar and spelling errors.

“B” Paper

Manuscript moderately well-written (e.g., some spelling and grammar problems, lacks or has minimal subject headings, etc.), and APA format inconsistent; the paper offers incomplete information and analysis, and support is

weak in spots; may fail to consider alternate viewpoints or interpretations. Use of too many quotes, which robs the paper of your authentic voice and thoughts.

“C” Paper

Manuscript poorly written and appears “thrown together the night before it is due” and has definite spelling, grammar and punctuation problems. The paper includes incomplete information and analysis, support is weak and/or uses poor or minimal quality sources, and it may fail to consider alternate viewpoints or interpretations. APA style is weak.

A paper that does not meet the minimal standards (i.e., regarding writing quality, length of paper, amount and quality of sources, plagiarism or “cuts-and pastes” from websites of other sources, etc.), is not “an overview of ethical and legal standards for addiction counselors and/or other professionals,” does not meet all of the criteria for the advocacy project, or is not completed and turned in to D2L Assignments within the allotted timeframe, will receive a D or F.

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU’s community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):
 RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)
 UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties. WSU counselors in Winona are located in IWC 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

IX. COURSE SCHEDULE

Week Starting:	Topics & Assignments Please access all materials on the D2L Course Content for each week!
1 8/23-8/27	<p><i>Introduction & Course Overview</i> Syllabus and assignments; APA format; licensure & core functions;</p> <ul style="list-style-type: none"> • Textbook: <i>Ethics & Decision Making in Counseling & Psychotherapy, 4th ed, (EDMCP)</i> • Pamphlet: <i>Legal & Ethical Issues for Addiction Professionals (LEIAP)*</i> • Also, <i>The Internship, Practicum, & Field Placement Handbook (IPFPH)*</i> <p><i>EDMCP, Ch. 1—Introduction to Ethical Issues & Decision-Making in Counseling</i> <i>LEIAP, p. 1 to the top of p. 4</i> DUE: EDMCP Chapter 1 Quiz due by Friday, 8/27, 11:59 PM.</p>
2 8/30-9/3	<p><i>EDMCP, Ch. 2—The Mental Health Professions & Counseling Specialties; LEIAP, pp. 4-12</i> DUE: EDMCP Chapter 2 Quiz due by Friday, 9/3, 11:59 PM.</p>
3 9/6-10	<p><i>EDMCP, Ch.3—Value Issues in Counseling & Psychotherapy; TAP 13 & TAP 18; LEIAP, pp.13-23; and IPFPH, Ch. 4—Ethical and Legal Issues</i> DUE: EDMCP Chapter 3 Quiz due by Friday, 9/10, 11:59 PM. DUE: Discussion Post #1 (11:59pm, 9/10)</p>
4 9/13-17	<p><i>EDMCP, Ch. 4—Ethical Decision-Making Processes</i> DUE: EDMCP Chapters 4 Quiz due by Friday, 9/17, 11:59 PM.</p>
5 9/20-24	<p><i>EDMCP, Ch. 5— Introduction to Ethical Principles in Counseling & Psychotherapy</i> DUE: EDMCP Chapter 5 Quiz due by Friday, 9/24, 11:59 PM.</p>

6	9/27-10/1	<i>EDMCP, Ch. 6—Introduction to Ethical Standards in Counseling</i> DUE: EDMCP Chapter 6 Quiz due by Friday, 10/1, 11:59 PM. DUE: Ethics Standards & Legal Codes Assignment
7	10/4-8	<i>EDMCP, Ch. 7—Privacy, Confidentiality, & Privileged Communication</i> DUE: EDMCP Chapter 7 Quiz due by Friday, 10/8, 11:59 PM. DUE: Discussion Post #2 (11:59pm, 10/8)
8	10/11-15	<i>EDMCP, Ch. 8—Informed Consent</i> Special Topic Area: Multiculturalism, Ethics & Cultural Competency DUE: EDMCP Chapter 8 Quiz due by Friday, 10/15, 11:59 PM.
9	10/18-22	Advocacy and the T.R.A.I.N.E.R. Advocacy Model DUE: Advocacy Quiz due by Friday, 10/22, 11:59 PM.
10	10/25-10/29	<i>EDMCP, Ch. 9—Roles & Relationships with Client, Ch. 10—Professional Responsibility</i> DUE: EDMCP Chapters 9 & 10 Quizzes due by Friday, 10/29, 11:59 PM.
11	11/1-5	<i>EDMCP, Ch. 11—Counselor Competency</i> DUE: EDMCP Chapter 11 Quiz due by Friday, 11/5, 11:59 PM. DUE: Discussion Post #3 (11:59pm, 11/5)
12	11/8-12	<i>EDMCP, Ch. 12—Ethical Climate</i> Special Topic Area: Professional Counseling Licensure DUE: EDMCP Chapter 12 Quiz due by Friday, 11/12, 11:59 PM.
13	11/15-19	<i>EDMPC, Ch. 13—Office & Administrative Practices</i> DUE: EDMCP Chapter 13 Quiz due by Friday, 11/19, 11:59 PM. DUE: Advocacy Research Project & Report due (11:59pm, 11/19)
14	11/22-26	<i>EDMCP Ch. 14—Technology in the Practice of Counseling & Psychotherapy; and IPFPH, Ch. 5—Supervision*</i> DUE: EDMCP Chapter 14 Quiz due by Friday, 11/26, 11:59 PM. DUE: Discussion Post #4 due (11:59pm, 11/26)
15	11/29-12/3	<i>EDMPC, Ch. 15—The Ethical Professional Counselor & Psychotherapist</i> DUE: EDMCP Chapter 15 Quiz due by Friday, 12/3, 11:59 PM.
16	12/6-10	Final Quiz is due by <u>Thursday, 12/9 (Last Day of the Term), 11:59 PM.</u> This fifteen question, 30-point quiz is on materials located in Module 16, Counselor Wellness, Self-Care, & Impairment sub-module
Please access all materials on the D2L Course Content for each week!		

* = ACCP students only.

Discussion Rubric

Criteria	Level 4 - Excellent (5 pts) maximum	Level 3 - Good/Average (3-4 pts)	Level 2 - Acceptable/ Below Average or Minimal (1-2 pts)	Level 1 - Unacceptable (no pts awarded)
Content	19-25 points awarded Original post thoroughly discussed, stimulating and rigorous; references cited are of appropriate quality and quantity, are of academic merit, and are applicable to the subject matter. Responses to others' posts are thorough, thoughtful, and encouraging or appropriately and supportively challenging. Post addresses all questions asked; is of appropriate length to stimulate further discussion. Information clearly relates to the main topic and includes several supporting details and/or examples.	12-18 points awarded Original post and response limited in discussion and depth; references cited to support comments lack academic rigor or are dubious; lower quality responses to others' posts. Information relates to the main topic but lacks profundity or clarity. Post includes some supporting details and/or examples but is somewhat marginal.	6-11 points awarded Original post lacking in discussion and depth; no references cited to support comments; responses to others' posts minimal and "atta boy/girl" quality. Post is less than appropriate length, and ideas developed for discussion are minimal or vaguely developed. Information inadequately or unclearly relates to the main topic. No details and/or examples are given.	0-5 points awarded No original post or comments, or original post significantly lacking in discussion and drastically lacks depth; no references cited to support comments. Post is short, does not address all questions asked, or does not develop ideas. Information has little or nothing to do with the main topic. You will receive '0' points unless you make an original post and respond to at least two peers' posts. All posts must be completed and submitted by the dates due!
Contribution of original thought	Contribution is well thought out, original, and insightful. Post is of appropriate length, and ideas developed for discussion are clearly developed and articulated.	Contribution shows evidence of some original thought, but not to the level of an excellent post. Post is of appropriate length, but ideas developed for discussion are minimal or vaguely developed.	Contribution is less than fully thoughtful, analytical, and/or original. Post is short, discussion is minimal, and ideas are not fully developed or vaguely articulated.	Contribution relies on others' posts or lacks insight into/ shows little understanding of the questions asked or materials provided.
Posts connects to course materials (readings/lectures)	Author makes strong, logical connections between course content, discussion topic/reading, and personal reflection.	Author makes some connections between course content and personal reflection or current events, but connections are not sufficient or clearly explained.	Author struggles at times to make connections between course content, discussion topic/reading, and personal reflection.	Author does not connect course content and topic to personal reflection in a meaningful way and at a graduate academic level.
Spelling and Grammar	Responses are clearly structured and logical; no grammatical/ spelling errors.	Response has some structure, but organization could be stronger, and/or response contains grammatical/spelling errors.	Response lacks structure and logic, and/or significant grammatical/spelling errors.	Post contains 'texting' language, has no organization, and/or contains spelling and grammatical errors.
Deadline & Dedication	Poste (original and peer responses) were submitted ahead of or by deadline. Evidence that student read 10 or more peers' post and responded thoughtfully to two or more.	Posts (original and peer responses) were submitted by deadline. Evidence that student read 5-10 peers' post and responded thoughtfully to two.	Posts were submitted by deadline. Evidence that student read a minimum of 5 peers' post and adequately-to-minimally responded to two.	Posts (1 original and 2 peer responses) were not submitted by completion deadline and/or student failed to review at least 5 peers' posts.
Overall Score	Level 4 - Excellent - maximum points 19 or more	Level 3 - Good/Average 12 or more	Level 2 - Acceptable/Below Average or Minimal 6 or more	Level 1 - Unacceptable 0 or more

ACA Ethics Codes Review and Critique: 50 points maximum

	<i>15-14 points</i>	<i>13-12 points</i>	<i>11-10 points</i>	<i>Below 10 points</i>
<i>Depth of Understanding (15 points maximum)</i>	Student demonstrates a clear understanding of ethics and legal standards and codes, and of regulations and/or accreditation standards of professional counselors.	Student demonstrates a basic understanding of ethics and legal standards and codes, and of regulations and/or accreditation standards of professional counselors.	Student demonstrates a vague understanding of ethics and legal standards and codes, and of regulations and/or accreditation standards of professional counselors.	Requirements not met.
	<i>15-14 points</i>	<i>13-12 points</i>	<i>11-10 points</i>	<i>Below 10 points</i>
<i>Clarity of insights gained (15 points maximum)</i>	Student is able to clearly articulate how ethics and legal standards and codes, and regulations and/or accreditation standards, impacts the work of professional counselors.	Student is able to moderately articulate how ethics and legal standards and codes, and regulations and/or accreditation standards, impacts the work of professional counselors.	Student is vague and ambiguous in articulating how ethics and legal standards and codes, and regulations and/or accreditation standards, impacts the work of professional counselors.	Requirements not met.
	<i>10-9 points</i>	<i>8-7 points</i>	<i>6-5 points</i>	<i>Below 5 points</i>
<i>Integration of Additional resources (10 points maximum)</i>	5 academic sources properly cited and referenced that full informed paper.	5 sources properly cited and referenced that adequately informed paper, but 1 or 2 sources were non-academic.	5 sources inadequately cited and referenced, and/or that marginally informed paper, and/or 2 or more 2 sources were non-academic.	Requirements not met.
	<i>10-9 points</i>	<i>8-7 points</i>	<i>6-5 points</i>	<i>Below 5 points</i>
<i>APA formatting, writing & grammar, etc. (10 points)</i>	Paper fully adheres to APA formatting standards, is well-written and organized, with no grammatical errors.	Paper adequately written and organized with few APA formatting, organizational, or grammatical errors.	Paper is marginally written and organized, with several grammatical errors.	Requirements not met.
Total Points:				

Advocacy Research Project & Paper: 100 points maximum

	30-28 points	27-25 points	24-20 points	Below 20 points
<i>Depth of Understanding (30 points maximum)</i>	Using the T.R.A.I.N.E.R. Advocacy Model and 6 dimensions of personal activism, student demonstrates a clear understanding of needs of the group; project was clearly described, a good fit, realistically able to address issue.	Using the T.R.A.I.N.E.R. Advocacy Model and 6 dimensions of personal activism, student demonstrates a basic understanding of needs of the group; project was less than clearly described, an adequate fit, and realistically able to address issue.	Student demonstrates a vague understanding of needs of the group; project was not clearly described, and/or an inadequate fit, and/or not realistically able to address issue. T.R.A.I.N.E.R. Advocacy Model and 6 dimensions of personal activism not fully utilized.	Requirements not met.
	30-28 points	27-25 points	24-20 points	Below 20 points
<i>Clarity of insights gained (30 points maximum)</i>	Student is able to clearly articulate expected impact of their project on the targeted group, as well as the insights they gained about the disenfranchised group, the needs of that group, issues being addressed, and potential impact of their project.	Student is able to moderately articulate expected impact of their project on the targeted group, as well as the insights they gained about the disenfranchised group, the needs of that group, issues being addressed, and potential impact of their project.	Student is vague and ambiguous in articulating the expected impact of their project on the targeted group, as well as the insights they gained about the disenfranchised group, the needs of that group, issues being addressed, and potential impact of their project.	Requirements not met.
	20-18 points	17-15 points	14-10 points	Below 10 points
<i>Integration of Additional resources (20 points maximum)</i>	5 academic sources properly cited and referenced that full informed paper.	5 sources properly cited and referenced that adequately informed paper, but 1 or 2 sources were non-academic.	5 sources inadequately cited and referenced, and/or that marginally informed paper, and/or 2 or more 2 sources were non-academic.	Requirements not met.
	20-18 points	17-15 points	14-10 points	Below 10 points
APA formatting, writing & grammar, etc. (20 points)	Paper fully adheres to APA formatting standards, is well-written and organized, with no grammatical errors.	Paper adequately written and organized with few APA formatting, organizational, or grammatical errors.	Paper is marginally written and organized, with several grammatical errors.	Requirements not met.
Total Points:				

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