

Fall 2016

CE 633 Syllabus: Ethical Practice and Social Change

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Winona State University
Department of Counselor Education
CE 633: Ethical Practice and Social Change
Fall 2016

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NOTE: Please allow up to 24-48 hours for me to respond to your email correspondence

Office Hours:

Monday: 3-5pm (Rochester campus or virtual on D2L class dates)

Tuesday: 3-5pm (Rochester campus or virtual on D2L class dates)

Thursday: 11am-5pm (Winona campus) or by appointment

Course Location: Rochester Campus, Singley Hall, Room 105

Course Dates, Times, Delivery:

In person: Tuesdays 5-8 pm on 8/23, 9/6, 9/20, 10/4, 10/18, 11/1, 11/15, 11/29

Asynchronous D2L classes during weeks of 8/30, 9/13, 9/27, 10/11, 10/25, 11/8, 11/22

The course is taught through a combination of teaching methods, including, but not limited to: class lectures, guest speakers, small and large group discussions, experiential class activities, videos, and simulations. MindTap course features and D2L quizzes, small and large group discussion, activities, journal reflections, supplemental readings, and videos will be additionally applied to the online portion of the course.

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.

Prerequisites: Admission to the Graduate College

Required Texts & Readings:

Corey, G., Corey, M. S., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Stamford, CT: Cengage Learning.

American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author.

Retrieved from: <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

American School Counselor Association. (2016). *ASCA ethical standards for school counselors*. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Association for Specialists in Group Work. *Professional Standards*. Retrieved from: <http://www.asgw.org/index.asp>

Minnesota Board of Behavioral Health & Therapy. Retrieved from: <http://mn.gov/boards/behavioral-health/lpc-and-lpcc/>

Wisconsin Code of Ethics (National Board of Certified Counselors Code of Ethics). Retrieved from: <http://c.ymcdn.com/sites/www.wicounseling.org/resource/resmgr/imported/nbcc-codeofethics-old.pdf>

Recommended Text:

American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association.

Other Readings as assigned:

** Desire to Learn (D2L) readings can be found at <https://winona.ims.mnscu.edu/> and are required. You can access D2L with your Star ID and password.

For Addictions-focused Professional Counselors (Optional):

Cottone, R. R., & Tarveydas, V. M. (2007). *Counseling ethics and decision making (3rd ed.)*. Upper Saddle River, NJ: Pearson.

Washington, D. B., & Demask, M., (2008). *Legal and ethical issues for addiction professionals*. Center City, MN: Hazelden Foundation.

For School Counseling-focused Professional Counselors (Optional):

Stone, C. (2005). *School counseling principles: Ethics and law*. Alexandria, VA: American School Counselor Association.

Course Objectives and Applicable Standards

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

1. Recognize ethical issues in their personal and professional lives.
2. Reason about ethical issues, and explain and utilize a model of ethical decision making.
3. Conceptualize social and moral responsibilities and use ego strength to take action.
4. Develop greater 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 that currently apply to counseling practice.
7. Apply legal precedent and ethical codes and principles to case studies.

8. Grow in understanding of social justice issues, and their relationship to ethics and the professional identity of counselors.
9. Explore ethical issues across cultures, and their implications for multicultural competent practice.
10. Establish a plan of support for their own use when they are confronted with ethical or legal issues in the field.

**Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Related 2009 Standards:**

MENTAL HEALTH COUNSELING:

Foundation

A. Knowledge

- A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
- A3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
- A4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
- A5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
- A7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).

B. Skills and Practices

- B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

Counseling, Prevention and Intervention

C. Knowledge

- C1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
- C9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

Skills

D. Skills and Practices

- D1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
- D2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

- D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
- D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
- D6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
- D7. Applies current record-keeping standards related to clinical mental health counseling.
- D9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

Diversity And Advocacy

E. Knowledge

- E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
- E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
- E4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.
- E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
- E6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

SCHOOL COUNSELING:

Foundations

A. Knowledge

1. Knows history, philosophy, and trends in school counseling and educational systems.
2. Understands ethical and legal considerations specifically related to the practice of school counseling.
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

Foundations

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
- B2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

Counseling, Prevention, And Intervention

D. Skills and Practices

D1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms

5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

Diversity And Advocacy

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills And Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

Assessment

H. Skills and Practices

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

4. Makes appropriate referrals to school and/or community resources.

Collaboration And Consultation

M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social

development of students.

4. Understands systems theories, models, and processes of consultation in school system settings.

5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

Leadership

O. Knowledge

O4. Understands the important role of the school counselor as a system change agent.

My Teaching Philosophy:

I view the educational environment as a shared responsibility of learning between the teacher and students. I strive to ensure a balance of power between the teacher and students which provides an empowering environment for students to challenge assumptions and engage in critical thinking and dialogue. As an instructor, I view my role as a facilitator of knowledge with the goal of enticing students to engage in active learning independently. The function of content is to allow the students and teacher to be responsible for co-constructing their understanding and knowledge of diversity and content with others. In the classroom, together, we will work towards moving to higher levels of reflection and deeper learning. The role of evaluations will have a greater emphasis on students applying and demonstrating what they know, not just knowledge recitation. It is my goal that every student will feel safe taking risks and engage in self-reflection to grow personally and professionally throughout the semester. Best wishes for a productive and successful semester!

Course Expectations and Requirements

Netiquette Guidelines and Expectations

1. Be respectful when engaging in all correspondences to the instructor and peers. This includes emails, discussion board posts, etc. Start with an appropriate greeting to the individual and be mindful of using appropriate writing skills. Keep writing to the point, review before sending, and do not include offensive language or technology slang (i.e., LOL, etc.).
2. When submitting a document in the Dropbox section of D2L, please include your last name and the specific assignment you completed. For example, Fye_Reflection_Paper_1
3. Please include the citation in APA format for all references of course materials in your discussion posts, papers, etc. For example: Corey (2013) reported the three necessary conditions of person centered therapy as...
4. Email is the best form of communication to reach me. Please allow up to 24 hours for me to respond to your email during Monday-Friday and 24-48 hours during Saturday and Sunday.
5. Be respectful of others in the online environment. There isn't necessarily always a "right" answer. We can agree to disagree on certain topics. It is important for each class

member to feel open to taking risks, having their view heard, providing constructive and growth-producing feedback, and be open to others' feedback. Context may be lost without the vocal tone of the writer so be as concise and accurate in your point as possible.

6. Check the D2L course site newsfeed and WSU email at least once daily for any course updates or correspondences. Use the D2L Discussion forum to post course related questions.
7. Be prepared to work at least two times per week on course content and assignments. You cannot complete all of the week's assignments in one sitting and just before the due date and time.
8. You should plan to receive feedback and a grade of an assignment approximately 7 days from the instructor after the deadline of the assignment.
9. Consider the privacy of others, even in an online classroom. Do not share discussions or emails from classmates with others outside of the class. Do not have others or friends in the same room when we may be meeting as a class in an online environment (i.e., Adobe Connect, Skype).

Professional Expectations

Professional expectations include open-mindedness, respectful interactions, responsibility and respect among others. Professionalism is an expectation of this program. The following dispositional expectations will help you embody professionalism:

- 1) Be prepared for class by reading the assigned material is part of your professional preparation. This work prepares you by providing you with the knowledge you need to confidently face concerns typical in the counseling field, and strengthens your stamina for the workload required of effective counselors.
- 2) Work out conflicts, disagreements or issues in a respectful, solution-focused way. Professional conduct is a requirement in the counseling field, and therefore, it is expected in this course.
- 3) Turn assignments in on time.
- 4) Communicate with the instructor if you are having difficulty with any aspect of this course, including meeting the aforementioned expectations. Sometimes, alternate arrangements can be worked out regarding assignment due dates. *This is for emergency situations only.*
- 5) Attendance is expected. If you make a professional decision to miss class for any reason, please call or email the instructor as soon as possible.
- 6) Participate actively in class discussions and activities. Effective class participation includes respectful, and non-dominating involvement in class discussions, showing initiative and investment in classroom activities, coming to each class prepared to ask questions and share ideas, and engaging in reflective discussion of course readings.

7) In class, be sure to respond to members discussions. These should not responses that are evaluative (e.g., great job); rather, try to use microskills and/or group leadership skills (e.g., questioning, reflection, clarifying, linking, supporting, blocking, etc.).

Course Expectations, Evaluations, & Assignments – See Course Schedule for Due Dates

Dispositions Assessment – WSU Counselor Education uses the Counseling Competencies Scale (CCS) for their Dispositions Survey. The CCS assesses counseling students’ skills development and professional competencies. Additionally, the CCS provides counseling students with direct feedback regarding their counseling skills and professional dispositions (dominant qualities), offering the students practical areas for improvement to support their development as effective and ethical professional counselors. A link to the WSU CED Dispositions Survey will be emailed to you around midterm of each semester in the following courses: CE 534, CE 601, CE 615, CE 633, CE 660, CE 680, CE 690. You are required to complete a self-assessment of your own dispositions by completing this assessment. Simultaneously, your instructor for the courses previously listed will be completing one of you as well. Your advisor will share any concerns that show up consistently on these assessments. If you do not hear about concerns from your advisor, assume there are none.

1. Readings, Attendance, and Participation

Readings: The textbook and MindTap resources provide the foundation for the practical experiences of the class. It is expected that all readings be completed prior to class in order to maximize discussions. Readings are assigned topically and provide the foundation of all the activities, discussions, and assignments. Students are expected to read all of the materials and discuss them in class. Additionally, the reading assignments provide students with the necessary background information for understanding of research methods in the counseling profession. Students are encouraged to bring learning materials to interact with during class time.

Class Attendance and Participation (15 classes x 10 points each class = 150 points total):

Students are expected to be engaged in their own learning and to be an active participant in the classroom community. The success of this class depends on the participation of each class member. Students are expected to be on time for class, be present for the duration of class, and to participate in class discussion and small group exercises. The classroom format is largely discussion and experiential and therefore attendance and participation are paramount to making a successful learning experience for everyone. During class, relevant questions, pertinent comments, and risk-taking are welcomed and encouraged. If you miss class, it is your responsibility to obtain class materials for the missed session. Online (D2L) class attendance and participation count equally as in class attendance and participation. If a class is moved to online (D2L) due to inclement weather, online class attendance and participation count equally as in class attendance and participation towards your attendance. Therefore, if you do not “attend” online and participate in the online discussion or complete the online assignment, you will receive an absence for that class. **Each class, including the online D2L classes, are worth 10 points each.**

Attendance means arriving for class on time and staying for the duration of the class and remaining focused on the class for the duration of the class meeting. Participation means preparing for class by reading required texts/materials, periodically entering into class discussions with informed and relevant comments/questions, and participating in class activities.

A student who rarely or never participates in class discussions or activities may also receive a grade reduction despite attendance. I am sensitive to significant life circumstances that can result in class absence. In such instances, I will attempt to work with these students on a case-by-case basis. In summary, good attendance and reasonable levels of class participation are expected behaviors for graduate students in training to be counselors.

Note: Please contact me before missing a class.

Note on tardiness: a student who is 20 minutes or more late to class or leaves class with 20 minutes or more class remaining will be marked absent for the class attended. A student who is chronically tardy to class (i.e., more than three late attendance and/or leave early) but within the 20 minute timeframe will not receive a point reduction for the specific classes but it may impact their overall attendance and participation grade at the end of the semester.

A student who rarely or never participates in class discussions or activities may also receive a grade reduction despite attendance. I am sensitive to significant life circumstances that can result in class absence. In such instances, I will attempt to work with these students on a case-by-case basis. In summary, good attendance and reasonable levels of class participation are expected behaviors for graduate students in training to be counselors.

Inclement Weather Policy

Inclement weather may interfere with class. Always use your best judgment when determining if it is safe for you to travel. The instructor will notify students of moving class to the online (D2L) format by 2pm the day of class. Notifications will be made via D2L announcements, the WSU homepage, and email.

2. Professional Disclosure Statement (40 points)

Each student will complete a one to two page professional disclosure statement based on the population they plan on serving (i.e., clinical mental health, school, addictions, with child, adolescent, family, or adult focused practice). Please include relevant training, experience, memberships in organizations, counseling philosophy, counseling approach, what to expect in counseling (i.e., length of treatment and sessions, fees and billing, in case of emergency), population served, confidentiality, and any additional informed consent procedures in the statement.

3. Multicultural exploration assignment (50 points)

You will need to select a multicultural topic or culture to explore during this course. The in-depth learning experience you choose must meet the goal of challenging you to think about your own cultural assumptions and how they affect your ethical and moral decision-making. You **MUST** discuss you topic and learning process objectives with me. This in-depth learning should

be completed by the due date, and reactions to it processed in a corresponding video presentation.

Your video presentation will be uploaded into a D2L Discussion Board from a YouTube or Camtasia link and should be 5-7 minutes in length. The video will include three parts:

- 1) a summary of the topic or culture and how you completed your learning experience (i.e., attended a workshop, webinar, or meeting, and read 3-4 corresponding articles based on the topic); (20 points)
- 2) a brief review of the topic or culture you learned about from the literature, potentially including common practices and beliefs of the culture, population, or topic, and corresponding social, moral, and ethical issues facing them; (10 points)
- 3) your reactions to your learning, which should incorporate what you learned about this topic; and what you learned about yourself and the implications for you as a counselor in multiculturally competent, ethical practice. (10 points)
- 4) Please turn in a brief power point of your video presentation with the applicable references (2 minimum from 2000 or later) in APA 6th edition formatting (10 points)

**A few Suggestions: I recommend attending: two-spirit people workshop on Friday, September 9 from 11am-1pm in the Oaks Rooms in Krysko Commons, Winona Campus. For more info: (<http://fourcornersfreepress.com/news/2011/061104.htm>) OR learn in-depth about the Tennessee SB 1556/HB 1840. I will share additional examples in class. In sum, feel free to independently choose a topic or culture based on interest.

5. Quizzes (20 points each x 5 = 100 points total)

The quizzes will serve as an assessment of your knowledge of the assigned readings and class experiences. Students will be required to complete five quizzes via the MindTap feature throughout the course. Students MUST take the quizzes for Chapters 5 and 6. Therefore, students have the ability to CHOOSE the three additional chapters' quizzes they want to complete throughout the remainder of the semester. Each quiz will be worth 20 points. Students will be able to take the quizzes as many times as they wish to receive their desired grades.

6. Case study and analysis with application of an ethical decision making model into practice (60 points)

Each of you will be assigned to a small group (approximately 4 students) to critique and analyze Corey et al. (2015) ethical case using an ethical decision making model of practice.

1. Critiques should include thoughtful analysis of the case *before* the case is presented, as well as *written* responses to the presentation *after* the case is presented. (10 points)
2. Your group will formally write up your analysis using the steps of the model, and post this analysis to the Assignment folder in D2L. (10 points)
3. Your group will also present this critique and analysis in class. Presentations should last approximately 30 minutes. Each group member must actively take part in the class presentation. Your group's analysis of the case must use all components of the ethical decision making model plus how your group would document and evaluate the outcome decision of the ethical case analysis presented. (10 points)

4. Another group will be assigned to provide critiques to your group’s presentation and analysis to simulate consultation. Your instructor will also provide feedback to you. (10 points)
5. Ethical Development Discussions – Reflective processing is a critical core skill in ethical decision-making. After your presentation has been critiqued, each group member will self-evaluate their contributions to their case analysis (form provided at a later date) and will write a 1 to 2-page reflection discussing what you learned about the case through your research, and the responses from classmates and the instructor, and overall learning from the course. (20 points)

This process simulates case consultation, so it is important that you support your future colleagues in a helpful way through this process. Remember, you will be the presenter some day, and will want discussion support of classmates when it is your turn.

When critiquing, responding, reflecting, and discussing, please consider: 1) be honest about your thoughts and feelings about the issue, 2) consider and express alternate points-of-view, such as different worldviews, cultural perspectives, etc., and 3) use terminology you are learn in readings.

The instructor will provide supportive feedback and will occasionally respond with Socratic questioning to help you develop your thinking about an issue.

P.S. It is okay to agree to disagree. In many ethical situations, there are several “rights” and several “wrongs”. Sometimes, one must choose the lesser of the two wrongs in ethical dilemmas.

Rubric for points:

100% of points	75% of points	50% of points	25% of points	0 points
Answered the section in its entirety with meaningful content.	Answering approximately 75% of the section with meaningful content or all of the section without meaningful content	Answering approximately 50% of the section with meaningful content or approximately 75% of the section without meaningful content or reflection	Answering approximately 25% of the section with meaningful content or 50% or less of the section without meaningful content	Did not answer the section

Grades

All assignments/tests are graded on a percentage system, with a perfect score being 100%. Then, each assignment/test is weighted to determine your Final grade. The percentage system is below:

GRADE BREAKDOWN

100-90%	360-00	A
89-80%	320-359	B
79-70%	280-319	C
Below 70%	279-0	F

ASSIGNMENTS

Attendance and Participation	150 points
Professional Disclosure Statement	40 points
Multicultural Exploration Assignment	50 points
Quizzes (5 total x 20 points each)	100 points
Case Study Critique, Presentation, and Analysis	60 points
TOTAL	400 points

NOTES:

- All assignments must be completed or the resulting final grade will be “F.”
- All assignments need to be double spaced, and follow APA 6th edition format
- All assignments will be completed and submitted in D2L. Label each assignment with you last name and name of assignment (i.e., Fye_Professional Disclosure Statement)

**Policy on Late Assignments:

- Unless other arrangements are made with the course professor, course assignments are due by the date indicated in the syllabus.
- Assignments will be penalized 10% of the assignment grade for each day late (Ex. assignment turned in to D2L one day after the deadline = maximum grade of 9/10)
- In the event of an emergency: Please call or e-mail the professor *before* the assignment is due if you are experiencing difficulties turning the assignment in on time.

Course Schedule

The following is an approximate guide to this course. Some variations may occur as a function of (a) our being either slightly behind or slightly ahead of a listed topic for a given date, b) additional readings to be announced during the course, and (c) the needs of students.

DATE	TOPICS/READINGS	ASSIGNMENTS
Week 1 August 23, 2016	Introduction to Course, Syllabus, Ch. 1: Introduction to Professional Ethics	

<p>Week 2 August 30, 2016 D2L</p>	<p>Professional Codes of Ethics (ACA, ASCA, MCA/MSCA, WCA/WSCA, Addictions), Ch. 2: The Counselor as a Person and as a Professional</p> <p>*Notes of class topic & discussion: Ethical/Legal Decision Making Process *Diff. b/w ethics and law, Kohlberg's Theory of Moral Development, Scope of Practice, Scope of Competence, Standard of Care</p>	<p><i>Supplemental learning activities for class attendance and participation need to be completed in D2L by September 5 at 11:59pm.</i></p>
<p>Week 3 September 6, 2016</p>	<p>Ch. 3: Values and the Helping Relationship</p> <p>*Notes of class topic & discussion: Responsibility to clients, personal values and culture, non-discrimination, personal and professional Facebook pages, malpractice and unprofessional conduct</p>	<p><i>Multicultural topic and learning plans DUE in class</i></p>
<p>Week 4 September 13, 2016 D2L</p>	<p>Ch. 4: Multicultural Perspectives and Diversity Issues Ch. 13: Community and Social Justice Perspectives</p>	<p><i>Supplemental learning activities for class attendance and participation need to be completed in D2L by September 19 at 11:59pm. *Journal Entry</i></p>
<p>Week 5 September 20, 2016</p>	<p>Ch. 5: Client Rights and Counselor Responsibilities Ch. 6: Confidentiality: Ethical and Legal Issues</p>	
<p>Week 6 September 27, 2016 D2L</p>	<p>Ch. 6: Confidentiality: Ethical and Legal Issues (<i>cont'd.</i>)</p> <p>Informed Consent including email and social media (i.e, Facebook, etc.)</p>	<p><i>Supplemental learning activities for class attendance and participation need to be completed in D2L by October 3 at 11:59pm. *Suggestion to complete now: Chs. 5 & 6 quizzes</i></p>

<p>Week 7 October 4, 2016</p>	<p>Class discussion related to ethics within focus of specific practices (with assigned readings in D2L): *Youth in schools and clinical settings *Addictions counseling *Keeping Records (CMHC/SC) *Termination and Referral</p>	<p><i>Professional Disclosure Statement DUE by 5pm</i></p>
<p>Week 8 October 11, 2016 D2L</p>	<p>Being 13 Video, Additional Technology readings including Distance Counseling and Telehealth</p>	<p><i>Supplemental learning activities for class attendance and participation need to be completed in D2L by October 17 at 11:59pm.</i></p>
<p>Week 9 October 18, 2016</p>	<p>Ch. 7: Managing Boundaries and Multiple Relationships (Fees/Bartering, Advertising, Relationship with other professionals, etc.) *Notes on class topic & discussions: Crisis, FERPA, HIPAA, managed care, end of life issues, HIV, DV, Suicide, Homicide, Child Abuse</p>	
<p>Week 10 October 25, 2016 D2L</p>	<p>Ch. 8: Professional Competence and Training</p>	<p><i>Multicultural Exploration Assignment (video and PPT with references) DUE by 5pm</i> <i>Supplemental learning activities for class attendance and participation need to be completed in D2L by October 31 at 11:59pm.</i> *Journal Entry</p>
<p>Week 11 November 1, 2016</p>	<p>Ch. 9: Ethical Issues in Supervision, Counselor Education and Program, Research, Evaluation</p>	

Week 12 November 8, 2016 D2L	Ch. 10: Issues in Theory and Practice- Diagnosis and Assessment	<i>Supplemental learning activities for class attendance and participation need to be completed in D2L by November 14 at 11:59pm.</i>
Week 13 November 15, 2016	Ch. 11: Ethical Issues in Couples and Family Therapy Ch. 12: Ethical Issues and Group Work	
Week 14 November 22, 2016 D2L	Class Preparation for Group Case Presentations	<i>Case Study Analysis and Critique due in D2L by November 28 at 11:59pm</i>
Week 15 November 29, 2016	Group Case Presentations & Closing activities	<i>**Case Study Self-Evaluation and Reflection DUE by Friday, December 2 at NOON</i> <i>**All quizzes due by 12/2</i>

Appendix A

Develop a Reflective Personal Journal

Reflective processing is a critical core skill in ethical decision-making. Entries may be about the course readings (textbook and journal articles on D2L), issues you experience on the news or in your everyday life, class discussions, or thoughts you want to explore about your own ethical development. In other words, ask yourself throughout the discussion: What is going on in this world? How do I relate to it? What are the ethical implications? What do I want to do about it? (If this were a recipe, think of it as 1 cup of personal diary, 1 cup editorial, with a dash of debate.)

The journal can include (See below for format):

- Reactions to presentations, discussion and other experiences in class. You can express what you did not take the opportunity to express in class.
- Reactions to readings in the text. Activities, exercises and ideas for thought and discussion appearing at the end of each chapter provides many issues that you could explore in this journal. Challenge yourself and explore!
- Specific topics of discussion will be provided in class the week before the journal entry is due.

Journals will be graded for completion and NOT for content. Please see the class schedule for due dates. Note: Although you journal will not be graded for content, I will be reacting and

responding to what you have shared. What you choose to share will be solely at your discretion. Additionally, there is an ethical standard of which you should be aware: Sections F.3-b of the American Counseling Association (ACA) 2005 Code of Ethics. The section here is included for your review.

F.7.b. Self-Growth Experiences

Counselor education programs delineate requirements for self-disclosure or self-growth experiences in their admission and program materials. Counselor educators use professional judgment when designing training experiences they conduct that require student and supervisee self-growth or self-disclosure. Students and supervisees are made aware of the ramifications their self-disclosure may have when counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and do not depend on the student's level of self-disclosure. Counselor educators may require trainees to seek professional help to address any personal concerns that may be affecting their competency.

Important Notes on Ethical Behavior:

There are several areas of ethical and professional behavior that are critical for students' understanding and must be fully comprehended to insure client welfare and student success. These are: confidentiality, informed consent, self-disclosure, and professional standards. They are detailed below, but will be discussed in much greater detail in class.

1. Confidentiality. As stated in the American Counseling Association (ACA) 2014 Code of Ethics (<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>) Section B1a: "Counselors do not share confidential information without client consent or without sound legal or ethical justification". Students in this class will be expected to uphold this ethical standard. All information that is shared by any "client," including fellow classmates acting as a client, will be treated as confidential and will not be shared with anyone outside the class.

Informed Consent and Student Self-Disclosure. Clients who participate in counseling must do so with informed consent via a disclosure by the counselor about the counseling process. In order to do give their consent they must be knowledgeable of their rights as clients. Section A.2.a&b. of the 2014 ACA Code of Ethics (included below) delineates this.

A.2. Informed Consent in the Counseling Relationship

a. **Informed Consent.** Clients have the freedom to choose whether to enter into or remain in a counseling relationship and need adequate information about the counseling process and the counselor. Counselors have an obligation to review in writing and verbally with clients the rights and responsibilities of both the counselor and the client. Informed consent is an ongoing part of the counseling process, and counselors appropriately document discussions of informed consent throughout the counseling relationship.

Informed Consent also applies to students in counselor training programs. Since you will be involved in self-growth learning exercises in this course, you need to be informed about the

process. Section F discusses Supervision, Training, and Teaching Ethics. Sections F.5.b & F.6.b. in the ethical standards address the issue of student impairment as well as student gatekeeping and remediation. Both sections of the Code of Ethics are listed below.

b. Types of Information Needed

Counselors explicitly explain to clients the nature of all services provided. They inform clients about issues such as, but not limited to, the following: the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services; the counselor's qualifications, credentials, and relevant experience, continuation of services upon the incapacitation or death of a counselor; and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis, the intended use of tests and reports, fees, and billing arrangements. Clients have the right to expect confidentiality and to be provided with an explanation of its limitations (including how supervisors and/or treatment team professionals are involved); to obtain clear information about their records; to participate in the ongoing counseling plans; and to refuse any services or modality change and be advised of the consequences of such refusal.

F.5. Counseling Supervision Evaluation, Remediation, and Endorsement

b. Impairment. Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

F.6.b. Gatekeeping and Remediation

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

F.8. Student Welfare

F.8.c. Self-Growth Experiences. Self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class.

Professional Development & Identity: As a graduate student in counselor education, you are required to develop competencies in a variety of areas including writing skills, presentation skills, clinical skills and research skills. Standards for this class are compatible with professional standards set forth by the American Counseling Association and the American School Counselor Association. You will be evaluated on various skills that are necessary to being a professional

school or clinical counselor. Although there is no separate point allotment for professional conduct, your grade in this course can be influenced by poor professional judgment and conduct and by poor performance and behavior. The instructor reserves the right to deduct points on an individual assignment or the final course grade based on the following: poor collaboration with peers, arriving late to class, missing classes, turning assignments in late, inappropriate or unprofessional class performance.

University Expectations and Resources:

Academic Integrity: 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>.

Accommodations: 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, which may require some modification of seating, testing or other course requirements, please feel free to discuss your needs with me so that appropriate arrangements may be made. Please see me after class or during my office hours. If you have questions about your rights as a student or would like support with accommodating your disability, Student Disability Services may be helpful. They can be contacted at: <http://www.winona.edu/accessservices/>

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, 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.

RESPECT FOR DIVERSITY: It is the intent of the instructor to present material and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Any suggestions you have are welcomed. Support for issues of diversity can also be found: <http://www.winona.edu/inclusion-diversity/>

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,
[\(www.winona.edu/rochester/\)](http://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 the Integrated Wellness Complex 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 and Diversity Office is 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>

COMPLETION OF ALL ASSIGNED READINGS IS ESSENTIAL:

Resources to support graduate students can be found using the following link:

<http://www.winona.edu/gradstudies/currentstudents.asp>

PLAGIARISM AND CHEATING: 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>

SEXUALLY EXPLICIT MATERIAL POLICY:As a part of your course experience, we may discuss work with clients who have concerns about their sexuality or developmental issues regarding sexual orientation. Consistent with the professional ethical codes, you are expected to consider appropriate related interventions/support services and engage in class discussions in a professional manner regarding these matters. If there are sexually related issues you feel that you could not discuss as a future counselor for personal reasons, you need to make those issues known to your instructor and/or adviser.

Campus Resources

- Inclusion and Diversity Office, Kryzsko Commons Room 236, 457-5595, www.winona.edu/inclusion-diversity/
- KEAP Diversity Resource Center, Kryzsko Commons Room 162, 457-2286, <http://www.winona.edu/inclusion-diversity/keap.asp>
- Access Services (Services for Students with Disabilities), Maxwell 314, 457-5878, www.winona.edu/accessservices/
- KEAP Diversity Resource Center Faculty Liaison, Professor Chuck Ripley, Minné Hall 307, 457-5445, wripley@winona.edu
- Warrior Success Center, Maxwell 314, 457-5878, <http://www.winona.edu/wsc/>
- Advising Services, Maxwell 314, 457-5878, www.winona.edu/advising/
- [Winona] Tutoring Services, Krueger Library 220, 457-5680, <http://www.winona.edu/tutoring/>
- [Winona] Writing Center, Minné Hall 348, 457-5505, www.winona.edu/writingcenter/
- [Winona] Student Support Services, Krueger Library 219, 457-5465, www.winona.edu/studentssupportservices/
- [Winona] Counseling and Wellness Services, Integrated Wellness Complex 222, 457-5330, www.winona.edu/counselingcenter/
- [Rochester] UCR Learning Center, UCR Room AT 306, 285-7182
- [Rochester] Student & Campus Services, UCR Room SS 128, 285-7100, rochss@winona.edu, www.winona.edu/rochester

Details about Campus Resources

- Two good places to help you find resources of all kinds on campus are *Student Support/Campus Services* and the *Inclusion and Diversity Office*. Both offices are dedicated to helping students of all racial, ethnic, economic, national, sexual, and gender identities. They can facilitate tutoring and point you to a wide range of resources.
- If you have a mental, physical, or learning disability, the *Access Services* office can document it for your professors and facilitate accommodations. If you have a documented disability that requires accommodation, please contact Access Services as soon as possible.
- College can be very stressful. *Counseling* offices on both campuses are here to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others.
- The KEAP-Diversity-Resource-Center Faculty Liaison can direct people to multicultural resources on and off campus.
- To find out about web registration, placement tests, program requirements and support tools to help students succeed, visit the *Advising Services* office and website for answers to all your questions!
- On the Rochester campus, the *UCR Learning Center* provides help with both the development and the writing of papers.
- On the Winona campus, for help with understanding the concepts of a particular class or understanding the requirements of an assignment, *Tutoring Services* offers three types of tutoring: drop-in appointments, 1-on-1 tutoring, and group sessions. You can visit them in

Krueger Library 220 or go on-line and use TutorTrac to schedule a session,
<https://tutortrac.winona.edu/TracWeb40/Default.html>.

- For help specifically with writing and the development of papers, the English department has a *Writing Center* that is staffed by trained graduate students pursuing their Master's degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505.