

Spring 2015

CE 633 Syllabus: Ethical Practice and Social Change

Dawnette Cigrand
Winona State University

Follow this and additional works at: <https://openriver.winona.edu/counseloreducationsyllabi>



Part of the [Counselor Education Commons](#)

Recommended Citation

Cigrand, Dawnette, "CE 633 Syllabus: Ethical Practice and Social Change" (2015). *Counselor Education Syllabi*. 186.

<https://openriver.winona.edu/counseloreducationsyllabi/186>

This Syllabus is brought to you for free and open access by the Counselor Education - Graduate Studies at OpenRiver. It has been accepted for inclusion in Counselor Education Syllabi by an authorized administrator of OpenRiver. For more information, please contact klarson@winona.edu.

Winona State University
Department of Counselor Education
CE 633: Ethical Practice and Social Change
Spring 2015

Assistant Professor: Dawnette Cigrand, PhD, PSC
Office Location: 115 Gildemeister Hall, Winona campus
Phone: (507) 457-5336
E-mail: dcigrand@winona.edu
Office Hours: Tuesdays and Wednesdays, 11AM-4PM ; or by appointment

Course Location: Integrated Wellness Complex 145
Course Dates: Tuesdays, 1/12/2015 - 5/1/2015
Times, Delivery: 5:00pm - 8:00pm, Face-to-Face

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 mental health law and the ethical codes that cover 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.

Required Texts and/or Materials:

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

Herlihy, B. & Corey, G. (2015). *ACA Ethical Standards Casebook, 7th edition*. Alexandria, VA: American Counseling Association.

Washington, D. B. & Demask, M. (2008). *Legal and Ethical Issues for Addiction Professionals*. Center City, MN: Hazelden.

Other Readings As Assigned:

Other required readings (including course materials such as the course syllabus) can be found under Content on the D2L

website: <HTTPS://winona.ims.mnscu.edu/index.asp>. You can access D2L with your ID and password. If you have not set up your ID or password, or have forgotten it, please contact Information Technology at <http://www.winona.edu/it/>.

Course Objectives:

This course will provide the essential knowledge and experiences 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 Standards:

MENTAL HEALTH COUNSELING:

Counseling, Prevention and Intervention, Knowledge

1. 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.
8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
9. 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

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

Diversity And Advocacy, Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
4. 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.
5. 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.
6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.
2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

SCHOOL COUNSELING:

Foundations, 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, Skills and Practices

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

Counseling, Prevention, And Intervention, Skills and Practices

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, 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.

Diversity And Advocacy, 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, 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, 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.

Course Expectations and Requirements:

Professional Dispositions

Professional dispositions 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.

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 cancellation by 2pm the day of class. Notifications will be made via D2L announcements, the WSU homepage, and email.

- 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.

Assignments – See Course Schedule for due dates

1. **Ethical Development Journal** – Reflective processing is a critical core skill in ethical decision-making. Therefore, you will write an entry in your journal two times per week of the semester about ethical issues. Entries can be about the course

readings, issues you experience on the news or in your every day life, class discussions, or thoughts you want to explore about your own ethical development. Please integrate terms and concepts from course readings and class meetings. *Entries should not, however, be a regurgitation of the readings in the book.* The Ethical Development Journal is designed to encourage you to write about the ethical issues you encounter daily in your life and professional work, and then *discuss how you think and feel about them.* In other words, ask yourself throughout the journal: What is going on in this world? How do I relate to it? What do I want to do about it? (Think of it as an integration of material you are learning, and your fresh responses to the world around you because of it.) Write well, but polished (edited/proofread) entries are not expected. The instructor will read the entries and provide supportive feedback, and will occasionally respond with Socratic questioning to help you develop your thinking about an issue. Please keep a separate notebook for this assignment. You will hand in your notebook twice this semester in class (see course schedule: Journal Check 1 and 2).

2. Case Study Presentation and Reflection– You will be assigned an ethical case study selected by the instructor. You will be responsible for presenting the case, leading class discussion on the case, and then providing the class with your analysis of the case using Tarvydas’ Integrative Decision-Making Model of Ethical Behavior. This activity is expected **to take 45 minutes of class time.**

Note: Class members who are not presenting on the case should come prepared to discuss and critically examine the case! Remember, you will be the leader some day, and will want the discussion support of classmates when it is your turn. ☺

After the presentation, you will submit an analysis of the case in paper form to the instructor along with a two-page reflection on what you learned based on critiques from your class members and your instructor. This is due one week after your presentation.

3. Multicultural Exploration Assignment – You will need to select, read, and report on a **book** that challenges you to think about your own cultural assumptions and how they affect your ethical and moral decision-making. (A list of potential books is provided for you on D2L.) You may select another book by discussing it with me for approval. This book should be read completely by the end of the semester and reactions to it processed in the assigned paper. This paper should be 10-12 pages in length, and should include three parts: 1) a summary of the book (2-3 pages); 2) a brief (3-4 page) literature review of the culture or issue you read about, including common practices and beliefs of the culture, and social, moral, and ethical issues facing this culture; and 3) your reactions to this book, which should incorporate what you learned about this culture; and what you learned about yourself and the implications for you as a counselor in multicultural competent, ethical practice.

NOTE: You will also be asked to briefly and informally discuss the book with the class at the end of the semester. No presentation materials are needed for this brief discussion.

4. Midterm and Final Exams – Exams consisting of multiple choice, short answer, and essay items will be given related to the textbook and other assigned readings at the middle and end of the course. You will have three hours to complete each exam online. *See course schedule for testing dates.*

Grading:

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:

Percentage System

- A = 90% to 100%
- B = 80% to 89%
- C = 70% to 79%
- D = 69% and below

Weighted Course Requirements

Journal	15%
Case Study Presentation and Reflection	15%
Midterm Exam	20%
MC Exploration Assignment	30%
Final Exam	20%
TOTAL	100%

Please see me if you have any questions about the course.

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 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>.

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 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>