

Fall 2012

CE 633 Syllabus: Ethical Practice and Social Action

Veronica Johnson
Winona State University

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



Part of the [Counselor Education Commons](#)

Recommended Citation

Johnson, Veronica, "CE 633 Syllabus: Ethical Practice and Social Action" (2012). *Counselor Education Syllabi*. 268.

<https://openriver.winona.edu/counseloreducationsyllabi/268>

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 Counselor Education Department
CE 633 – Ethical Practice and Social Action
Fall 2012 Course Syllabus
Alternating Tuesdays, 5-8, Beginning August 28
Rochester – East Hall 124

Instructor: Veronica (Roni) Johnson, EdD, LPC, NCC
Email: vjohnson@winona.edu
Office Phone: 507-285-7329
Office location: East Hall 208 (Rochester)
Office hours: Tuesday 12-5
Wednesday 12-5, and by appointment

Required texts:

Remley, T. P. & Herlihy, B. (2010). *Ethical, Legal, and Professional Issues in Counseling* (3rd ed.). Upper Saddle River, NJ: Pearson

Yalom, I. D. (1996). *Lying on the Couch: A Novel*. New York: HarperCollins.

Supplemental materials can be found at the following website: <http://kspope.com/index.php>

Course Objectives:

- a. To explore ethical, legal, and professional issues relevant to individual and group counseling, and other specific counseling areas: e.g., multicultural counseling, counseling with older adults, psychological testing, etc.
- b. To develop a model for making ethical decisions.
- c. To continue to develop one's professional identity and ethical practice.
- d. To examine the nature of the therapeutic relationship.
- e. To examine the roles and responsibilities of counselors as mental health professionals and agents of social change.
- f. To examine the influence of the social context on human development.
- g. To become aware of client empowerment, advocacy, and social change as potential part of the counseling process.
- h. To examine the impact of therapists' values in the counseling relationship.
- i. To examine the ethical and practical implications of working cross-culturally in counseling and as a social change agent.
- j. Familiarity with professional ethical codes.

CACREP Standards (2009):

II.G.1. this course will provide students with an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;

- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Method of Instruction:

- a. professor lectures
- b. guest lectures
- c. class discussion
- d. presentation of audiovisual material when appropriate
- e. internet-based learning
- f. student presentations.

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.

Students with Disabilities Notice:

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.

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.

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.

Course Expectations:*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.

Attendance & Participation:

The syllabus details readings for each week. When students come to class, it is expected that the readings will be finished, and the students will be prepared to engage in meaningful discussion about them. You will receive a participation grade and this will reflect your professionalism including attendance, participation, preparation for class, and professional conduct. Attendance and participation will be worth 25 points towards your final grade.

Assignments:

Assignments are to be turned in via the D2L drop box on the day the assignment is due, unless otherwise specified. Only in the event of documentable extenuating circumstances are assignments accepted late. With the exception of documentable emergencies, late assignments will be assessed a 2-point deduction per day of lateness up to two weeks, after which late assignments will not be accepted.

Evaluation:

There will be two take-home case study exams in this course. Exams will be distributed in class and you will have one week to respond to a case and attempt to resolve it in writing. You may use your text, any notes you have taken, in addition to the ACA ethics codes, which will be provided. **You may not work on the exams with others in the class.** You will then exchange your exam with another student (with instructor assistance) and critique and add to his/her response before the next class period. Your dyad will have a chance to meet and discuss responses, and then all exams will be turned in for final grading. Each exam will be worth 50 points. Thirty five points of the exam are possible for your original response, and 15 points are possible for your critique of your partner's response.

Ethical Conduct:

In this course, as in every other course in the counseling program, it is expected that all students adhere to the ethical guidelines as outlined by the American Counseling Association's Code of Ethics which can be found at <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>. Some of the material discussed in this course is of a sensitive nature. It is expected that students will engage with the material and with each other in this course, while maintaining appropriate boundaries and behaviors. Please discuss with the professor any concerns you have regarding ethical conduct.

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.

Assignments:**1. *Lying on the Couch* Discussion Boards (12 Boards – 60 points total – 5 points/Discussion board)**

Each week you will be required to respond to a discussion question on D2L pertaining to your readings from *Lying on the Couch*, by Irvin Yalom. You will be required to create an original response to each discussion question, and respond at least twice to another classmate's response. We will spend some time in class reflecting on these discussion topics, however, the majority of discussion about this novel will take place on D2L. You can think of this as "Online Ethics Book Club." **It is expected that you will read all discussion posts, and be actively engaged in the discussion throughout the week.** Your posts should be thoughtful, purposeful, and well-written. Points will be assigned based on the content of your response, as well as the quality of your written response.

2. *In Treatment* Discussion Boards (6 Boards – 45 points total – 15 for original discussion question, 5 points/ Discussion board)

The online component of this course will partly consist of your viewing a therapeutic encounter from beginning to end, from the HBO series *In Treatment*, Season 1. The client you will view each week is Sophie, who works with therapist, Paul. Early in the semester students will be assigned a discussion board, for which you will be responsible for creating the discussion question for the week. Each student will create one question. Students will create an original response and respond at least twice to other responses posted. If it is your week to generate a question, you are also expected to engage in the discussion board after posting your question by responding at least twice. The sessions will be made available online using Tegrity technology. You are free to rent or buy the series as an alternative to watching sessions on Tegrity if you wish. If more than one question is posted in a given week, you may choose which question to respond to, or you may respond to both, however, if you only respond to one, you are still responsible for reading the responses and reactions to the second question. Your posts should be thoughtful, purposeful, and well-written. Points will be assigned based on the content of your response, as well as the quality of your written response. **Questions must be posted by Tuesday at 5pm on the weeks we do not meet for class. Discussion boards must be completed before the next in-class period.**

3. Informed Consent Review and Critique (10 points – pass/no credit)

Before writing your own informed consent (see assignment below), you will conduct a review of available informed consent forms for your chosen track. These can be obtained by doing a simple internet search, or by visiting local human service agencies or schools and requesting to view their informed consent document. Each student will bring one informed consent form to class, and in small groups, students will share and review their findings. An informed consent checklist will be provided to aid in your critique.

4. Development of an Informed Consent (25 points)

For this assignment, you will develop a "working" informed consent at your particular stage of development as a counselor. You will receive guidance as to the critical things to include. Consider this your first shot at an informed consent, and expect that it will change and evolve as you change and evolve as a counselor. Guidelines will be provided.

5. Writing a Case Note (10 points – pass/no credit)

During the week of October 1st, after viewing Session 4 of *In Treatment* with Sophie, and after reading Remely & Herlihy, Chapter 6, you will write a case note about the session. You will use the SOAP note format explained in your text, and write as if you are the therapist working with Sophie. You are encouraged to take notes while watching the session to aid in your assessment. You do not need to include a diagnosis in this note, just a general assessment of your impressions. Each student will bring their case note to the next class period and review notes in small groups. Case notes will then be turned in for feedback from the instructor.

6. Presentation of an Ethical Issue and Case Study (50 points)

For this assignment, you will present an ethical content area. Your presentation will center around your development of a case study which will illustrate the issue you are presenting. Your presentation can and should include a variety of informational pieces about your area of ethics. For example, you can locate a video clip that depicts an ethical dilemma in counseling and lead a discussion with the class. You could enlist the class to help you demonstrate a dramatization of an ethical dilemma and hold discussion with the class afterwards. You may find research articles that explore your ethical area and present some of your findings, and the list goes on. You are encouraged to be creative in the presentation of your ethical issue, and use supplemental information besides what is presented in your text. You should have a thorough understanding of the assigned reading for the week, as well as the codes pertaining to your ethical area. Your presentation should be 30-40 minutes in length, with some time at the end for questions/discussion.

7. Social Action Initiative (Appendix A; 100 points – 75 for paper, 25 for Facebook page)

A significant part of being a counselor is learning how to advocate for others and for the counseling profession. For this assignment, you will choose a social action topic that you feel particularly motivated by, and develop an action plan that details how you might go about initiating the process of creating social change. You will be working in dyads/groups for this project. Your topic must be cleared with me, however, you have a lot of flexibility in the topic you choose. Be sure you are keeping in mind crucial aspects of ethics that you will have learned in this course while designing your initiative such as confidentiality, professional boundaries, and informed consent, among others. You may use a variety of resources in developing your social action initiative, such as research articles, community resources, and online resources. While this is a hypothetical initiative, be realistic in your planning, just in case you get really fired up and actually want to follow through with it! Your completed initiative should be 12-15 pages, double spaced, using APA 6th edition format.

In addition to the paper, your group will develop a Facebook page to advertise your Social Action Project and inform others of the initiative. This is an opportunity to transform your paper into something that is presentable and available to the public. Each group will create a Facebook page for their Social Action Project. All students will become members of the page and view each group's page and reflect on their findings within the page. There is an Ethics Facebook page that I have created which can serve as a model, a "home-base" for you to access other group's pages, and a growing network of students committed to professional ethics and social action: [WSU Counselor Education Ethics Facebook page](#).

Your grade for this project is based partially on the one I assign based on your final work that you turn in as well as your Facebook page. I will assign a grade for your final project, and the

amount of that final grade that you receive will be based on your group members' evaluation of your contribution to the project. A survey tool will be created for each group member to evaluate each member of the group. You will be sent a summary of the feedback your group members provide at the end of the term. For example, if I award 100 points to your project, and your group members collectively only give you a 90% for your group participation, I will award you 90% of the 100 points I awarded your group, therefore, you would receive 90 points for the project.

Students are referred to the following website for ideas/information about social action initiatives: <http://counselorsforsocialjustice.com/links.html>.

Total points possible for course:

Breakdown of points: 425

Lying on the Couch Discussion Board responses: 60 points

In Treatment Discussion Board Responses: 45 Points

Presentation of Ethical Issue: 50 points

Informed consent review and critique: 10 points

Development of an Informed Consent: 25 points

Case Note from Session 4 *In Treatment*: 10 points

Social Action Initiative Paper: 75 points

Social Action Initiative Facebook page: 25 points

Midterm and Final Exams: 50 points each = 100 points total

Attendance and Participation: 25 points

- 425 – 383 = A
- 382 – 340 = B
- 339 – 298 = C
- 297 – 255 = D
- below 255 = F

Class Schedule:

Week: Date	Topics	Readings Activities	Assignments Due
1: August 28	Introduction & syllabus, Ethics and the Big Picture	<i>Remley & Herlihy, Chapter 1</i> <i>Yalom, Prologue</i> <i>ACA Ethics Codes Handout (keep these handy and refer to them throughout the semester)</i>	
2: September 4 (Online)	Professional Identity Development	<i>Remley & Herlihy, Chapter 2</i> <i>Yalom, Chapters 1 & 2</i> <i>In Treatment, Session 1</i> Power Point outline	Yalom Discussion 1 completed <i>In Treatment Discussion 1 initiated</i>
3: September 11	Multicultural Practice	<i>Remley & Herlihy, Chapter 3</i> <i>Yalom, Chapters 3 & 4</i>	<i>In Treatment Discussion 1 completed</i> Yalom Discussion 2 completed
4: September 18 (Online)	Client Rights and Counselor Responsibilities	<i>Remley & Herlihy, Chapter 4</i> <i>Yalom, Chapters 5 & 6</i> <i>In Treatment, Sessions 2 & 3</i> Power Point outline Informed Consent Critique	Yalom Discussion 3 Completed <i>In Treatment Discussion 2 initiated</i>
5: September 25	Confidentiality & Privileged Communication	<i>Remley & Herlihy, Chapter 5</i> <i>Yalom, Chapters 7 & 8</i>	Informed Consent Critique Due <i>In Treatment 2 completed</i> Yalom Discussion 4 Completed

Date	Topics	Readings Activities	Assignments Due
6: October 2 (Online)	Records, Subpoenas, and Technology	<i>Remley & Herlihy, Chapter 6</i> <i>Yalom, Chapters 9 & 10</i> <i>In Treatment, Session 4 & Case Note</i> Power Point outline – Distance Counseling	Informed Consent Due Yalom Discussion 5 Completed
7: October 9	Competence and Malpractice	<i>Remley & Herlihy, Chapter 7</i> <i>Yalom, Chapters 11, 12, 13</i>	Case note from Session 4 Due Yalom Discussion 6 Completed
8: October 16 (Online)	Catch up and work on Social Action Projects	<i>Yalom, Chapters 14-17</i> <i>In Treatment, Sessions 5 & 6</i>	Case Study Exam 1 Due Yalom Discussion 7 Completed <i>In Treatment Discussion 3 initiated</i>
9: October 23	Boundary Issues	<i>Remley & Herlihy, Chapter 8</i> <i>Yalom, Chapters 18, 19, 20</i>	Case Study Exam 1 Critiques Due <i>In Treatment Discussion 3 completed</i> Yalom Discussion 8 Completed
10: October 30 (Online)	Counseling Children and Vulnerable Adults	<i>Remley & Herlihy, Chapter 9</i> <i>Yalom, Chapters 21, 22, 23</i> Power Point outline – School Counseling <i>In Treatment, Session 7</i>	Yalom Discussion 9 Completed <i>In Treatment Discussion 4 initiated</i>

Date	Topics	Readings Activities	Assignments Due
11: November 6	Counseling Families and Groups Election Day: No Class	<i>Remley & Herlihy, Chapter 10</i> <i>Yalom, Chapters 24, 25, 26</i>	<i>In Treatment Discussion 4 completed</i> <i>Yalom Discussion 10 Completed</i>
12: November 13 (Online)	Evaluation, Testing, and Diagnosis	<i>Remley & Herlihy, Chapter 11</i> <i>Yalom, Chapters 27, 28, 29</i> <i>In Treatment, Session 8</i> Power Point outline	<i>Case Study Exam 2 Due</i> <i>Yalom Discussion 11 Completed</i> <i>In Treatment Discussion 5 initiated</i>
13: November 20	Professional Relationships	<i>Remley & Herlihy, Chapter 12</i>	<i>Case Study Exam 2 Critiques Due</i> <i>In Treatment Discussion 5 completed</i> <i>Yalom Discussion 12 Completed</i>
14: November 27 (Online)	Ethics in Research	<i>Remley & Herlihy, Chapter 15</i> <i>In Treatment, Session 9</i> Research handout	<i>In Treatment Discussion 6 initiated</i>
15: December 4	Resolving Ethical Issues	<i>Remley & Herlihy, Chapter 16</i> Ethics Theatre!	<i>In Treatment Discussion 6 completed</i> <i>Social Action Projects Due</i> <i>Facebook Pages complete</i>
16: December 11	Finals Week	No Class	<i>Course Evaluations</i> <i>All responses to Facebook page posted</i> <i>Group member evaluation completed</i>

Scoring Rubrics:

Discussion Board responses: 5 points/board

	1 points	0 points	
<i>Content (1 point)</i>	Required number of responses met.	Required number of responses not met.	
Content Grade			
	2 points	1 point	0 points
<i>Format (2 points)</i>	Excellent writing skills, no grammatical errors.	Good writing skills, few errors.	Poor writing skills. Several errors.
Format Grade			
	2 points	1 point	0 points
<i>Depth of Understanding (2 points)</i>	Clear, articulate and thoughtful response to the discussion question posted. Response to other classmates is appropriate and respectful.	Student adequately answers discussion question posed, however lacks reflection and depth, or inappropriate response to classmates.	Inadequate response to question posed, inappropriate response to classmates' posts.
Understanding Grade			
Total Points:			

Presentation of Ethical Issue: 50 points

	20-18 points	17-16 points	15-14 points	Below 14 points
<i>Content (20 points)</i>	Develops a thoughtful and detailed case study to illustrate ethical issue. Thoroughly presents ethical issue using a variety of modalities.	Develops an adequate case study to illustrate ethical issue. Adequately presents ethical issue.	Develops a marginal case study to illustrate ethical issue. Presentation of ethical issue is unclear or incomplete. Does not utilize a variety of modalities to present issue.	Presentation demonstrates a lack of preparation and knowledge of material.
Content Grade				
	15-14 points	13-12 points	11 points	Below 11

<i>Presentation Format (15 points)</i>	Professionally engages with audience and facilitates meaningful class interaction. Answers questions clearly. Presentation is of appropriate length.	Appropriately engages with audience, and is able to answer most questions clearly.	Moderately engaged with audience. Presentation is either not long enough to thoroughly address the issue, or is too long.	Presenters are marginally engaged with audience. Presentation is of inappropriate length.
Format Grade				
	15-14 points	13-12 points	11 points	Below 11 points
<i>Creativity (15 points)</i>	Exercises creativity and thoughtfulness in presenting material.	Moderate amount of creativity and thoughtfulness evident in presentation.	Lack of creativity in presenting the issue.	Little creativity or thoughtfulness went into presentation.
Creativity Grade				
Total Points:				

Development of an Informed Consent: 25 points

	10-9 points	8 points	7 points	Below 7 points
<i>Content (10 points)</i>	All relevant components of the informed consent are included.	Most relevant components of the informed consent are included.	Several relevant components of the informed consent are missing.	Requirements not met.
Content Grade				
	5 points	4 points	3 points	Below 3
<i>Format (5 points)</i>	Informed consent is professionally written and clear, with no grammatical errors.	Informed consent is well-written with few errors.	Writing style is unprofessional or unclear. Several technical errors.	Requirements not met.
Format Grade				
	10-9 points	8 points	7 points	Below 7 points
<i>Depth of</i>	Student shows	Student shows a	Little attention to	Requirements

<i>Understanding (10 points)</i>	evidence of understanding the importance of the informed consent process throughout the counseling relationship.	moderate level of understanding of the importance of the informed consent process.	the importance of informed consent in the counseling relationship.	not met.
Understanding Grade				
Total Points:				

Social Action Initiative Assignment:

Paper (75 points):

	<i>30-27 points</i>	<i>26-24 points</i>	<i>23-21 points</i>	<i>Below 21 points</i>
<i>Content (30 points)</i>	Paper clearly presents issue in question, and addresses steps taken to address issue. All relevant components of the project are included, and the finished work is a culmination of the group's collective efforts.	Paper adequately presents issue in question, and addresses steps taken to address issue. Most relevant components of the project are included, and the finished work is a culmination of the group's collective efforts.	Paper lacks clarity in presenting the issue in question, and does not clearly address steps taken to address issue. Some relevant components of the project are included, but the finished work does not represent a culmination of the group's collective efforts.	Paper lacks clarity in presenting issue in question, and does not clearly address steps taken to address issue. Relevant components of the project are not included, and the finished work does not represent a culmination of the group's collective efforts.
Content Grade				
	<i>15-14 points</i>	<i>13-12 points</i>	<i>11 points</i>	<i>Below 11 points</i>
<i>Format (15 points)</i>	Paper is professionally written following APA format, 6 th edition. No errors.	Paper is professionally written following APA format, 6 th edition. Few errors.	Writing of the paper is marginal, and APA formatting is not clear or correct. Several grammatical or technical errors.	Writing of the paper is poor, and APA formatting is unclear or incorrect. Several grammatical or technical errors.

Format Grade				
	30-27 points	26-24 points	23-21 points	Below 21 points
<i>Depth of Understanding (30 points)</i>	All ethical issues inherent in the social action project are addressed and a depth of knowledge in the chosen area is evident upon completion of this project.	Most ethical issues inherent in the social action project are addressed and knowledge in the chosen area is evident upon completion of this project.	Some ethical issues inherent in the social action project are addressed, but a general lack of knowledge in the chosen area is evident upon completion of this project.	Ethical issues inherent in the social action project are not addressed and a general lack of knowledge in the chosen area is evidenced upon completion of this project.
Understanding Grade				
Total Points:				

Facebook page (25 points):

	15-14 points	13-12 points	11 points	Below 11 points
<i>Content (15 points)</i>	Facebook page is informative, with multiple sources of information (at least 5).	Facebook page is adequate, displaying a few sources of information (minimum of 4).	Facebook page is marginal, (3 or fewer sources of information).	Facebook page does not contain relevant or reputable sources of information.
Content Grade				
	10-9 points	8 points	7 points	Below 7 points
<i>Format (10 points)</i>	Facebook page is user-friendly, and visibly appealing. No errors.	Facebook page is acceptable, but lacks organization or visual appeal. Few errors.	Facebook page is marginal. Is not user-friendly. Several grammatical or technical errors.	Facebook page is inadequate. Lacks creativity. Several grammatical or technical errors.
Format Grade				
Total Points:				

Case Study Exams: 50 points each (35 for response, 15 for critique)

Response (35 points)

	15-14 points	13-12 points	11 points	Below 11 points
<i>Issues</i>	All ethical issues	Most ethical issues	Not all ethical	Very little

<i>Identified (15 points)</i>	identified. Demonstrated knowledge of the ACA ethical codes and professional conduct considerations.	identified. Demonstrated knowledge of the ACA ethical codes and professional conduct considerations.	concerns in the case are identified. Lack of demonstrated knowledge of the ACA ethical codes.	demonstrated knowledge of ethical concerns. No inclusion of the ACA codes to justify response.
Grade				
	15-14 points	13-12 points	11 points	Below 11 points
<i>Issues Addressed (15 points)</i>	Ethical decision-making model used to resolve each ethical concern. Response indicates thoughtfulness and depth of understanding of the ethical issues presented.	Most concerns identified are addressed. Ethical decision-making model used to resolve concerns. Response indicates thoughtfulness and depth of understanding of the ethical issues presented.	Issues identified are not adequately addressed. Response lacks depth of understanding and application of decision-making model.	Issues identified are not resolved. Little evidence of method for resolving in a professional and responsible manner.
Grade				
	5 points	4 points	3 points	Below 3 points
<i>Format (5 points)</i>	Response is well-written with no errors.	Response is adequately written, with few errors.	Response is marginally written or contains several errors.	Response is poorly written and contains several errors.
Grade				
Total Points:				

Critique: (15 points)

	10-9 points	8 points	7 points	Below 7 points
<i>Review and ID of issues (10 points)</i>	Critique of partner indicates thorough review of original response and identification of any ethical issues not already addressed.	Critique of partner's response indicates adequate review of original response and identification of any ethical issues not already addressed.	Critique of partner's response does not identify any ethical issues not already addressed.	Critique of partner is shallow and fails to identify issues missed in original response.

<i>Grade</i>				
	<i>5 points</i>	<i>4 points</i>	<i>3 points</i>	<i>Below 3 points</i>
<i>Professional Conduct (5 points)</i>	Critique is professional and respectful.	Critique is professional and respectful.	Critique lacks thoughtfulness or professionalism.	Critique is inappropriate or unprofessional.
<i>Grade</i>				
Total Points:				

Attendance and Participation: 25 points

25-23	Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class, participates actively in small groups in class, attends class regularly (no missed classes and does not leave early or arrive late). Participates actively in online learning component.
22-20	Occasionally asks questions or makes observations that indicate reflection, some knowledge of readings for class, participates in small groups, misses the equivalent of 1 class (3 hours) with prior arrangement, is never late or leaves early w/out due reason. Is moderately engaged in online learning component.
19-16	Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class, does not actively participate in small groups, misses no more than the equivalent of 1 class (3 hours) w/o prior arrangement, is occasionally late or leaves early w/out due reason. Is marginally engaged in online learning component.
Below 16	Does not ask questions or make comments that indicate familiarity with topics for class, does not participate actively in small groups, misses class often, is often late or leaves early w/out due reason. Does not engage in online learning component.

Appendix A

Social Action Initiative

Groups of 2-4, **Due Date: December 4, 2012**

For this project, you will form small groups of 2-4 to create a social action initiative. What this means is that your group will choose a topic that you feel particularly motivated or passionate about, and propose to create a meaningful change in this area through intervention or advocacy. You are allowed a great deal of flexibility in the topic that you choose, but you must clear the topic with me before you begin planning.

A large part of our work as counselors is advocating for social change, and advocating for groups of individuals that are oppressed, discriminated against, or are otherwise invisible. This project gives you the opportunity to choose a topic related to a specific marginalized group or social issue, and make a plan for creating social change that is designed to bring awareness and social change regarding a social justice issue (e.g., discrimination, racism, heterosexism, transphobia, adultism).

You will be given some time in class to work with your group on this project, but some work will need to be done outside of class. You may choose your groups for this project based on common interests. Your final grade for this project will be determined by the quality of your collective work, and the evaluation of your group members. The final project will be turned in in the form of a 12-15 page, double-spaced paper, following APA 6th edition format, in addition to your development of a Facebook page designed to bring awareness to your topic or group. The 12-15 page guideline does not include title page and reference page. You will be graded based on the clarity of writing, thoughtfulness, level of sensitivity to the issue, ethical sensitivity, and thoroughness of your completed project.

Your group will create a Facebook page that I will evaluate and your classmates will respond to. All students will become members of your group, in addition to any other members you would like to invite, and the page will serve as a first step towards putting your initiative into action. The page could include video clips that you create and post, interesting articles that you find regarding your topic, events that you create or attend to bring awareness to your topic, video clips that you find on the internet that speak to your topic, posts that your group creates throughout the process of developing the topic, educating others who visit the page, etc. You are encouraged to bring whatever resources you have to this page, creating a Facebook page/group that is informed, motivated, passionate, and dedicated to advocacy. Your page should be informative, user friendly, visually appealing, and should include multiple sources of information (at least 5).

The general format of your paper should follow the guidelines of writing a research paper according to APA 6th edition publication guidelines. I have outlined below the important content areas of your paper:

- Introduction and literature review: Introduce the problem, and give some history as to its development based on the literature. You may also research the area by contacting community resources and/or searching resources on the internet. Lead up to stating the

purpose of your initiative and give support for the necessity of your initiative. This section should be about 5 pages.

- **Method:** This is where you introduce your initiative. Explain how you will do it, so that if you actually do this someday, you have a really good place to start. Who will be included? How will you get the word out? What will your initiative entail, in detail? What steps will you take to make sure you are acting ethically in your implementation of your social action initiative? This section should be about 5 pages, but take the space you need to make sure you are explaining your initiative in detail.
- **Results:** What do you expect to accomplish by implementing this initiative. What changes do you expect to make? How lasting will the changes be? Will this be an ongoing initiative, or time-limited? How will you evaluate your effectiveness? This section should be about 2 pages.
- **Discussion:** This section is meant to be a place to reflect on your work and think towards the future in terms of your individual roles as advocates for clients and for the counseling profession. You also should discuss some of the challenges and limitations that you may encounter while implementing this initiative.