

Fall 2010

CE 633 Syllabus: Ethical Practice and Social Change

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Winona State University Counselor Education Department
CE 633 – Ethical Practice and Social Change
Fall 2010 Course Syllabus

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Required texts:

Corey, G., Corey, M., & Callahan, P. (2011). *Issues and Ethics in the Helping Professions* (8th ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.

Herlihy, B., & Corey, G. (2006). *ACA Ethical Standards Casebook* (6th ed.). Alexandria, VA: ACA.

Course Objectives:

1. 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.
2. To develop a model for making ethical decisions
3. To continue to develop one's professional identity and ethical practice
4. To examine the nature of the therapeutic relationship
5. To examine the influence of the social context on human development
6. To become aware of client empowerment, advocacy, and social change as a potential part of the counseling process
7. To examine the impact of therapist values in the counseling relationship
8. To examine the ethical and practical implications of working cross-culturally in counseling and as a social change agent
9. Familiarity with professional ethical codes
10. To examine the roles and responsibilities of counselors as mental health professionals and agents of social change

CACREP Standards: 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.

Professional Codes of Ethics: (in your area of specialty)

American Counseling Association (ACA): <http://www.counseling.org>

American School Counseling Association (ASCA): <http://www.schoolcounselor.org/>

American Association of Marriage and Family Therapy (AAMFT): <http://www.aamft.org/>

National Board of Certified Counselors (NBCC): <http://www.nbcc.org>

Council for Accreditation of Counseling and Related Educational Programs
(CACREP): <http://www.cacrep.org>

Method of Instruction:

This course will consist of professor lectures, class discussion, presentation of audiovisual material when appropriate, internet-based learning, and 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, 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.

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 at the beginning of class on the day the assignment is due. 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.

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:

***Development of an Informed Consent
(40 points)***

Due Date: September 29

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. The due date for this assignment is September 29.

Presentation of an Ethical Issue
(75 points)

Due Date: November 17 or December 1

In groups of 3-4, you will design a presentation of an ethical issue. Your presentation should include two pieces: a brief literature review related to the ethical issue and an ethical case demonstration.

Literature Review: You will need to research articles that explore your ethical area and present some of the findings in your presentation. A minimum of five references is required, and APA style must be utilized.

Ethical Case Demonstration: Design an ethical case to demonstrate and discuss with the class. For example, you can locate a video clip that depicts an ethical dilemma in counseling and lead a discussion with the class. You and your partner could demonstrate a dramatization of an ethical dilemma and hold discussion with the class afterwards.

Your presentation should be about 20 minutes in length, with some time at the end for questions/discussion. Topics need to be approved by the professor.

Examples of topics include:

Ethics Issues in Dealing with the Impaired Therapist
Dual Relationships in Therapy
Ethical Management of Dual Relationships Among Clergy Therapists
Ethics and Legal Issues In Filing Complaints
Ethical Issues in Finances and Therapy
Special Ethical and Legal Concerns in Therapy with Minors
Ethical Issues in Documentation and Counseling Records
Ethical and Legal Problems Regarding Confidentiality Issues
Therapists and Sexual Boundaries
Ethical Issues Regarding Informed Consent in Counseling
Ethical Problems In “Duty to Warn”
Ethical Issues in Multicultural Counseling
Aids and the Duty to Warn
Preventing Malpractice Suits
Ethical Issues in Imposing Values on Clients
Legal and Ethical Dilemmas regarding a specific issue in Marriage and Family Therapy
Specific Ethical Issue in Supervision
Specific Ethical Issue in Pastoral Counseling/Church Counseling Centers
Legal precedents and Litigation Against Churches and Counseling Ministries
Other topics as approved by professor

Student Led Class Discussion
(50 points)

Bring in a peer reviewed journal article related to the chapter for discussion. Present on the article for 5-10 minutes, and then lead the student discussion around the topic or issue raised for 20 minutes.

MidTerm & Final Exam (50 points each)

Grading Scale:

90 – 100 A
80 – 89 B
70 – 79 C
60 – 69 D

Tentative Class Schedule:

DATE	TOPIC	ASSIGNMENT
August 25	Introduction & syllabus, Professional Ethics	Corey: 1 Herlihy pp. 1-54; 247-54
September 1	D2L: Therapist as Person and Professional	Corey: 2 Discussion Questions on D2L
September 8	Values and The Helping Relationship	Corey: 3 Herlihy pp. 55-75
September 15	Multicultural Perspectives and Diversity	Corey: 4 Herlihy pp. 159-169; 255- 57
September 22	Client Rights, Counselor Responsibilities and Abuse Reporting	Corey: 5 Herlihy pp. 151-156; 223-34
September 29	Confidentiality: Ethical and Legal Issues	Corey: 6 Herlihy pp. 75-86; 169-78 Informed Consent Due
October 6	Managing Boundaries and Multiple Relationships	Corey: 7 Herlihy pp. 189-200; 209-22
October 13	Midterm Exam	
October 20	Professional Competence and Training	Corey: 8 Herlihy pp. 87-96; 179-88
	Issues in Supervision and Consultation	Corey: 9 Herlihy pp. 97-102;113-30; 235-46
October 27	D2L: Group Work	Discussion Questions on D2L
November 3	Issues in Theory, Practice and Research	Corey: 10 Herlihy pp. 103-112; 131-14
November 10	Ethical Issues in Couples & Family Therapy	Corey: 11, 12, & 13 Herlihy pp. 201-8
	Ethical Issues in Group & Community Work	
November 17	Ethical Case Presentations	Ethical Case Presentations Due
November 24	No Class – Thanksgiving Break	
December 1	Ethical Case Presentations	Ethical Case Presentations Due
December 8	Final Exam	