

Fall 2010

## CE 633 Syllabus: Ethical Practice and Social Change

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 Change" (2010). *Counselor Education Syllabi*. 327.

<https://openriver.winona.edu/counseloreducationsyllabi/327>

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](mailto:klarson@winona.edu).

**Winona State University Counselor Education Department**  
**CE 633 – Ethical Practice and Social Change**  
**Fall 2010 Course Syllabus**  
**Rochester – East Hall 234**  
**Tuesdays 5-8pm**

**Instructor:** Veronica (Roni) Johnson, EdD, LCPC  
Email: [vjohnson@winona.edu](mailto:vjohnson@winona.edu)  
Office Phone: 507-285-7329  
Office location: East Hall 208 (Rochester)  
Office hours: Tuesday/Wednesday 1-5 (Rochester)  
Thursday 3-5 (Winona)

**Required texts:**

Remley, T. P. & Herlihy, B. (2010). *Ethical, Legal, and Professional Issues in Counseling* (3<sup>rd</sup> 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:** 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, 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 a midterm and a final in this course. For each exam, you will be given a case study involving several ethical concerns. In class, you will be given 50 minutes to respond to this case and attempt to resolve it in writing. You may use any notes you have taken, in addition to the ACA ethics codes, which will be provided. You will then exchange your exam with another student 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. The midterm and final will each be worth 50 points, and cannot be made up if missed. 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. Weekly Discussion Board (65 points)**

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. Discussion questions for each week will be posted the week prior to your assigned reading. You will be required to create an original response to the discussion question, and respond at least once to another classmate's response. Each class meeting we will spend some time reflecting on these discussion topics. You can think of this as "Ethics Book Club."

### **2. Presentation of an Ethical Issue and Interview with a Counseling Professional (50 points)**

For this assignment, you will pair with another student and choose a counseling professional in the community or in a school to interview about a specific ethical topic. We will establish early in the course which pairs will be assigned to which ethical topics, and a pair will present each week, corresponding with the weekly topic. You should pair with someone who lives in the same community as you, if possible, in order to ease the scheduling dilemma that can often occur. Your interview should be videotaped, with the written permission of your chosen interviewee, and portions of the video may be shown to the class as part of your presentation on your selected ethical topic. 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 and your partner could 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. The only requirement of this assignment is the interview, the rest is up to you and your partner's creativity. 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 20 - 30 minutes in length, with some time at the end for questions/discussion.

### **3. 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.

### **4. Social Action Initiative Assignment (100 points)**

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 thus far 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 format. Be prepared to briefly share with the class what your initiative entails and answer questions about it. Ninety percent of your grade on this project is based on my evaluation of your overall project, and the remaining 10% is based on each of the group member's evaluation of each other. Students are referred to the following website for ideas/information about social action initiatives:

<http://counselorsforsocialjustice.com/links.html>.

**Total points possible for course: 365**

**Breakdown of points:**

Discussion Board responses: 65 points

Presentation of Ethical Issue and Interview with a Counseling Professional: 50 points

Development of an Informed Consent: 25 points

Social Action Initiative Assignment: 100 points

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

Attendance and Participation: 25 points

- 415 – 374 = A
- 373 – 332 = B
- 331 – 291 = C
- 290 – 249 = D
- below 249 = F

**Class Schedule:**

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS</b>
<b>August 24</b>	Introduction & syllabus, explanation of assignments, Ethics and the Big Picture	ACA Ethics Codes Handout (keep these handy and refer to them throughout the semester)	
<b>August 31</b>	Professional Identity Development.	Remley & Herlihy, Chapters 1 & 2 Yalom, Prologue	Discussion Board 1
<b>September 7</b>	Multicultural Practice	Remley & Herlihy, Chapter 3 Yalom, Chapters 1 & 2	Discussion Board 2
<b>September 14</b>	Client Rights and Counselor Responsibilities <b>Presentation:</b>	Remley & Herlihy, Chapter 4 Yalom, Chapters 3 & 4 Review informed consent guidelines: <a href="http://kspope.com/consent/index.php">http://kspope.com/consent/index.php</a>	Discussion Board 3
<b>September 21</b>	Confidentiality & Privileged Communication <b>Presentation:</b>	Remley & Herlihy, Chapter 5 Yalom, Chapters 5 & 6	Discussion Board 4 <b>Informed Consent Due</b>

<b>September 28</b>	Records, Subpoenas, and Technology <b>Presentation:</b>	Remley & Herlihy, Chapter 6 Yalom, Chapters 7 & 8	Discussion Board 5
<b>October 5</b>	Competence and Malpractice <b>Presentation:</b>	Remley & Herlihy, Chapter 7 Yalom, Chapters 9 & 10	Discussion Board 6
<b>October 12</b>	Boundary Issues <b>Presentation:</b>	Remley & Herlihy, Chapter 8 Yalom, Chapters 11, 12, 13	Discussion Board 7 <b>In-Class Midterm</b>
<b>October 19</b>	Counseling Children and Vulnerable Adults <b>Presentation:</b>	Remley & Herlihy, Chapter 9 Yalom, Chapters 14, 15, 16, 17	Discussion Board 8 <b>Midterm Critiques Due</b>
<b>October 26</b>	Counseling Families and Groups <b>Presentation:</b>	Remley & Herlihy, Chapter 10 Yalom, Chapters 18, 19, 20	Discussion Board 9
<b>November 2</b>	Election Day	No Class!	
<b>November 9</b>	Evaluation, Testing, and Diagnosis <b>Presentation:</b>	Remley & Herlihy, Chapter 11 Yalom, Chapters 21, 22, 23	Discussion Board 10
<b>November 16</b>	Professional Relationships <b>Presentation:</b>	Remley & Herlihy, Chapter 12 Yalom, Chapters 24, 25, 26	Discussion Board 11
<b>November 23</b>	Ethics in Research and Resolving Ethical Issues <b>Presentation:</b>	Remley & Herlihy, Chapters 15 & 16 Yalom, Chapters 27, 28, 29	Discussion Board 12 <b>In Class Final</b>
<b>November 30</b>	Social Action Initiatives		Discussion Board 13 <b>Social Action Initiative Due &amp; Brief Presentations; Final Critiques Due</b>
<b>December 7</b>	Finals Week	No Class Class evaluation on D2L	

## Scoring Rubrics:

### Discussion Board responses: 13 total boards, 5 points each

5	Discussion board participation shows depth and engagement, commenting frequently and meaningfully with classmates.
4-3	Discussion board participation demonstrates limited depth, but is consistent in frequency.
2-1	Discussion board participation is limited to occasional, superficial responses.
0	Does not participate in discussion boards.

### Presentation of Ethical Issue and Interview with a Counseling Professional: 50 points

50-45	Thoroughly presents ethical issue using a variety of modalities. Professionally engages with audience and facilitates meaningful class interaction. Answers questions clearly. Incorporates interview throughout presentation, and exercises creativity and thoughtfulness in presenting. Presentation is of appropriate length.
44-40	Adequately presents ethical issue. Appropriately engages with audience, and is able to answer most questions clearly. Adequately incorporates interview into presentation. Moderate amount of creativity and thoughtfulness evident in presentation. Presentation is of appropriate length.
39-35	Presentation of ethical issue is unclear or incomplete. Does not utilize a variety of modalities to present issue, and is moderately engaged with audience. Interview is somewhat incorporated into presentation, but does not flow smoothly. Presentation is either excessively long, or not long enough to thoroughly address the issue.
34-30	Presentation demonstrates a lack of preparation and knowledge of material. Little creativity or thoughtfulness went into presentation, and presenters are marginally engaged with the audience. Presentation is of inappropriate length.
Below 30	Requirements not met.

### Development of an Informed Consent: 25 points

25-23	All relevant components of the informed consent are included. Informed consent is professionally written and clear, with no technical errors. Turned in on time.
22-20	Most relevant components of the informed consent are included. Informed consent is well-written with few errors. Turned in on time.
19-16	Several relevant components of the informed consent are missing. Writing style is unprofessional or unclear. Several technical errors.
16-15	Informed consent does not contain relevant components, and is not well-written or clearly articulated.
Below 15	Requirements not met.

### Social Action Initiative Assignment: 100 points

100-90	Paper is professionally written following APA format, 6 <sup>th</sup> edition. 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. 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. Turned in on time, no errors.
--------	--

89-80	Paper is professionally written following APA format, 6 <sup>th</sup> edition. 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. Most ethical issues inherent in the social action project are addressed and knowledge in the chosen area is evident upon completion of this project. Turned in on time, few errors.
79-70	Writing of the paper is marginal, and APA formatting is not clear or correct. Paper lacks clarity in presenting issue in question, and does not clearly addresses 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. Some ethical issues inherent in the social action project are addressed and a general lack of knowledge in the chosen area is evident upon completion of this project. Several grammatical or technical errors.
69-60	Writing of the paper is poor, and APA formatting is not clear or correct. Paper lacks clarity in presenting issue in question, and does not clearly addresses 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. Ethical issues inherent in the social action project are not addressed and a general lack of knowledge in the chosen area is evident upon completion of this project. Several grammatical or technical errors.
Below 60	Requirements not met.

**Midterm and Final Exams: 50 points each (35 for response, 15 for critique)**

50-45	All ethical issues are identified. Demonstrated knowledge of the ACA ethical codes and professional conduct considerations. Response indicates thoughtfulness and depth of understanding of the ethical issue. Ethical decision-making model used to resolve ethical concerns. Critique of partner indicates thorough review of original response and identification of any ethical issues not already addressed. Critique is professional and respectful.
44-40	Most ethical issues are identified. Demonstrated knowledge of the ACA ethical codes and professional conduct considerations. Response indicates thoughtfulness and depth of understanding of the ethical issue. Critique of partner's response indicates adequate review of original response and identification of any ethical issues not already addressed. Critique is professional and respectful.
39-35	Several important ethical concerns in the case not identified. Lack of demonstrated knowledge of the ACA ethical codes. Response lacks depth of understanding and application of decision-making model. Critique of partner does not identify any ethical concerns missed in original response and lacks thoughtfulness.
34-30	Very little demonstrated knowledge of ethical concerns or methods for resolving in a professional and responsible manner. No inclusion of the ACA codes to justify response. Critique of partner is shallow and lacks professionalism and thoughtfulness.
Below 30	Exam requirements not met.

**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 or one with prior arrangement)
22-20	Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class, participates in small groups, misses 1 class with prior arrangement, is never late or leaves early w/out due reason
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 1 classes w/o prior arrangement, is occasionally late or leaves early w/out due reason
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