

Professional, Legal & Ethical Responsibilities

Course Code: PCC 930| **Semester:** Fall 2023
Date and Time: Thursday- 2:00 pm-5:00 pm (CST)
Class Location: Classroom-Main 301/ In-Person
Instructor: Rochelle Johnson, LCSW, PhD

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Office Hours	Monday 11:00am-12:00pm (CST)

COURSE DESCRIPTION

This course introduces students to ethical values, professional and legal guidelines in counseling. The American Counseling Associations Code of Ethics will be followed, especially concerning Illinois law. Students will engage in topics related to the counseling relationship, such as informed consent, professional boundaries, confidentiality, civil liability, HIPAA, duties to report, documentation, responding to suicide and threats of self-harm, and social media. In this course, students will learn and understand diverse populations' challenges and recognize inequalities and social barriers hindering counseling progress. Additionally, this course will also challenge students to consider how their values and backgrounds influence ethical decision-making. This course aims to assist students in their future roles as professional counselors and develop decision-making and consultation skills when responding to ethical dilemmas.

Goals

Knowing: Gain a foundational understanding of the legal and ethical aspects of circumstances related to clients in crisis, confidentiality, documentation, the duty to report, informed consent, and more. Students will familiarize themselves with professional organizations like the American Counseling Association. Know professional identity and relationships with other professionals. Additionally, Students will be knowledgeable about licensure, liability, and requirements of HIPAA legislation. Students will know the issues in counseling involving diverse populations and the inequities and social barriers that impede access and progress in counseling. Know the role of the counselor in social justice work and advocacy with the marginalized.

Doing: Respond to issues in counseling impacting diverse populations. Respond appropriately and professionally when ethical dilemmas arise. Respond appropriately and professionally when values/backgrounds conflict with the client's best interest. Have the ability to identify and advocate around issues impacting marginalized individuals.

Being: Communicating effectively and responding appropriately to issues that may arise when working with diverse populations. Be able to analyze ethical dilemmas and respond to ACA ethical guidelines. Be able to recognize when personal values or backgrounds conflict with the best interests of the client. Be passionate about social justice work and advocating for marginalized individuals.

REQUIRED TEXTBOOKS

- Books listed below are available on [Amazon](#), Cengage, and on library reserve: Also, **books with * are available in an e-book format through the Styberg Library Digital Collection** [Check the library catalog for [access](#)].
- Unless otherwise noted, prices reflect Amazon paperback as of April 30, 2023 – some are cheaper in the Kindle version.
- Additional reading materials will be posted on Moodle.
- Use this link to purchase *Issues & Ethics In the Helping Professions*. *Only Purchase using this link on or after August 13, 2023*. Purchasing with this link provides a four-month access period: <https://www.cengage.com/c/issues-and-ethics-in-the-helping-professions-10e-corey-corey-corey/9780357670552/>

1. *Corey, Gerald, and Barbara Herlihy. *ACA Ethical Standards Casebook*. **Seventh Edition**. Alexandria, VA: American Counseling Association 2021. ISBN: 979-8793189866 \$20.99

2. Corey, Gerald and Marianne Schneider Corey and Cindy Corey. *Issues & Ethics In the Helping Professions*. **Tenth Edition**. Boston, MA: Cengage Learning, 2023. ISBN: 978-0357622599 \$38.49

*3. Wheeler, Annie Marie “Nancy” and Burt Bertram. *Counselor and the Law*. **Eighth Edition**. Alexandria, VA: American Counseling Association, 2019. ISBN: 978-1556203824 \$64.95

RECOMMENDED TEXTBOOKS

1. American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders Fifth Edition*. Arlington: American Psychiatric Publishing, 2013.

2. Bowling, Matthew. *NCE Exam Preparation 2022 and 2023 Secrets*. **Third Edition**. Beaumont, TX: Mometrix, 2022 ISBN: 978-1516721238 \$38.41

3. Bowling, Matthew. *NCMHCE Practice Questions 2022 and 2023*. **Third Edition**. Beaumont, TX: Mometrix, 2022 ISBN: 978-1516720712 \$50.69

4. *Corey, Gerald, and Barbara Herlihy. *Boundary Issues in Counseling: Multiple Roles and Responsibilities*. **Third Edition**. Alexandria, VA: American Counseling Association, 2015.

5. *Corey, Gerald, Michelle Muratori, Jude T. Austin, Julius A. Austin. *Counselor Self-Care*. Alexandria, VA: American Counseling Association 2018. ISBN: 978-1556203794 \$33.61

6. Cottone, Robert. *Ethics and Decision Making in Counseling and Psychotherapy*. New York, NY: Springer Publishing 2022 ISBN 978-08261355285 \$71.58
7. * Doherty, William, J. *Soul Searching: Why Psychotherapy Must Promote Moral Responsibility*. New York, NY: Basic Books, 1995. ISBN: 978-0465009459 \$10.99
8. * Herman, Judith, *Trauma and Recovery: The Aftermath of Violence- From Domestic Violence Abuse to Political Terror*. New York, NY: Basic Books, 1995. ISBN: 9780465061716 \$12.96
9. * Kottler, Jeffery, A. *On Being a Therapist. Sixth Edition*. New York, NY: Oxford University, 2022. ISBN: 978-1556203824 \$23.95
10. *Lee, Courtland, C. *Multicultural Issues in Counseling: New Approaches to Diversity*. Alexandria, VA: American Counseling Association, 2018. ISBN: 978-1556203695 \$73.40
11. 5 . Lee, Courtland, C. *Counseling for Social Justice*. Alexandria, VA: American Counseling Association, 2018. ISBN: 978-1556203565 \$46.05
12. *Menakem, Resmaa. *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*. Las Vegas, NV: Central Recovery Press, 2017. ISBN: 978-1942094470 \$15.95
13. *Meyer, Rick, A. and Julia L. Whisenhunt and Richard K. James. *Crisis Intervention: Ethics Casebook*. Alexandria, VA: American Counseling Association, 2021. ISBN: 978-1556203961 \$72.95
14. Robert, Tracey, R. and Virginia A. Kelly. *Critical Incidents in Integrating Spirituality Into Counseling*. Alexandria, VA: American Counseling Association, 2014 ISBN: 978-1556203367 \$47.66
15. Welfel-Reynolds, Elizabeth. *Ethics in Counseling & Psychotherapy. Sixth Edition*. Boston, MA: Cengage Learning, 2015. ISBN: 978-1305089723 \$101.00 (available in Styberg Library)

TECHNOLOGY NOTES

Students must be sure they have sufficient technological ability to access and participate in this course. The instructor is not obligated to consider technological difficulties when assessing the student's work.

Minimum Technological Requirements:

- ✦ Internet Connection - Students must have regular, reliable access to a high-speed internet connection sufficient to run streaming video efficiently. Usually, cable or DSL would work. More than modem dial-up is required. The course will have regular deadlines that must be accomplished with online activity.

- ✦ Web Browser - Students must have the latest web browser version (Chrome, Firefox, Internet Explorer, Safari, etc.)
- ✦ Operating System – Students must have access to a reasonably up-to-date computer and operating system (Windows, Mac OS, etc.). Computers must play sound. The Styberg Library has a limited number of laptop computers available for check-out.
- ✦ Moodle Learning Management System – Students should have access to the Moodle LMS and know how to post in discussion forums and submit writing assignments on Moodle. (<http://courses.garrett.edu>)
- ✦ File Format – Students must be able to work with files normal to the Microsoft Office environment, especially .doc/.docx. Many students with Apple computers can manage such files with the iWork suite of applications.

CLASS POLICIES

Academic Accommodations

Students with documented accommodation needs (physical, emotional, learning, etc.) should contact the Dean's Office at the beginning of the course. Please speak with the instructor after you discuss your accommodation needs with the Dean's Office (Dr. Karen Mosby).

Withdrawal

Students are expected to complete all courses they are registered for at the close of the two-week add/drop period. The Seminary policy on withdrawal allows students only a limited number of opportunities to withdraw from courses. You need to understand the financial and academic implications of course withdrawals. If you are concerned about your ability to succeed in this course, speak with the professor(s) as soon as possible.

Attendance and Class Participation

Regular, on-time attendance is expected. If you will miss a class for illness or a family emergency, you should notify the professor in advance. The Seminary-wide policy states that students with three absences will fail the course. If you are absent, you will still be responsible for the assignment and any information covered in class. **Two absences for any reason, or if you are late for two classes and absent once, your final grade will be lowered by one letter grade. Three or more tardies, your final grade will be reduced by one letter grade.** Students can access the laptop or iPad, but cell phones should be silenced during class.

Email Communication and Office Hours

Students can expect to receive an email response in at most 24-48 hours except over the weekends or holidays. The professor will be available virtually during office hours. Please email in advance to schedule a meeting time.

Assignments & Submissions: All assignments should be completed, on deadline, and as assigned, for a student to pass the course. If you have a concern about achieving a specific assignment or meeting a submission deadline for whatever reasons, please get in touch with the professor as soon as possible to discuss the alternatives. **One point is deducted for every day an assignment is late. If an assignment**

is three or more days late, your final assignment grade will be lowered by one grade. ½ points will be deducted for late homework assignments. Homework will not be accepted after 2 pm the next day.

Format for Written Assignments

All written assignments must be written using Microsoft Word and submitted to Moodle. All written assignments should:

- Have the title of the assignment, your name, and the submission date.
- Use Turabian citation style [refer to Kate Turabian's *Manual for Writers of Research Papers, Theses, and Dissertations, 9th edition*].
- Be typed and double-spaced.
- Use 12-point Times New Roman font and 1-inch margins.
- Use in-text citations instead of footnotes or endnotes.
- Have a separate bibliography.
- Proofread for spelling and grammar errors.
- Should be named and saved with last name-assignment name [e.g., Johnson-Advocacy Project].

Classroom Etiquette

The class will meet in person for three hours. The class's success depends on your consistent presence and collaborative participation. Class instruction will include lectures, integration of reading, group discussions, and interactive group activities.

Please engage using the following guidelines:

- Be on time for class.
- While in the classroom, please silence and put away cell phones.
- Respect other persons and create a safe environment for ideas to be discussed freely.
- Honor and respect varying perspectives on relevant issues.
- Create space for a diversity of voices to be heard
- Ask clarifying questions.
- Be consistent with attendance and participation.

Language

In all writing and class discussions, use inclusive language and think critically about language use, particularly about gender, sexual identities, race, ethnicity, social class, age, differing abilities, and theological differences. We are committed to promoting a diverse and just environment for all, in which language and practices encourage inclusion.

Gender Pronouns

People of all gender expressions and identities are affirmed in this course. Please let the professor know if you prefer to be called a different name than what is indicated on the class roster. Feel free to correct your professor and classmates about your preferred gender pronoun.

Academic Integrity

Garrett has a clear policy concerning plagiarism (See the plagiarism policy in the latest G-ETS Academic Handbook). Students are responsible for knowing and observing this policy. All written work will undergo an online plagiarism check. Plagiarism will result in a grade of zero on the assignment and reported to the Academic Dean.

Proviso

The professor(s) reserve the right to alter this syllabus at any time should the demands of sound pedagogy warrant it. Changes to the syllabus will be announced in class or via email.

ASSIGNMENTS

1. **READING.** All required readings should be completed before each class meeting for which they are assigned. Our time in class will build on the readings, and you are asked to bring your insights and questions to class sessions. Additional readings will often be cited, and you are encouraged to read beyond the weekly assignments. You are highly encouraged to develop a habit of intentional reflection and annotation while reading.
2. **CLASS PARTICIPATION.** Engage in class discussions and group activities with a willingness to learn and grow as a professional counselor. To be successful in this course, you should complete all assigned readings, **lead at least one opening or closing centering moment and participate in all assignments and class activities.** Participation will be assessed by:
 - Consistent contribution to class discussions
 - Use of examples and quotations from the assigned material
 - Demonstration of active listening to and thoughtfully engaging peers
 - Recognition and respect for the opinions and values expressed by others
 - Collaboration and teamwork in group activities and class presentations

* **PEER SUPPORT GROUPS (PSG):**

Participate in PS Groups to improve your self-reflection, self-care, and self-awareness with the support of your peers in the community. In the group, you will share your **self-inventories and/or reflections.** These groups offer a chance to give and receive peer support, which is crucial for professional counselors. They offer an opportunity to compare your views with others. You will be placed in groups of 3 or 4 individuals, where each person will take turns being the listener, speaker, and timekeeper. Please keep in mind that the group size may vary based on the number of participants. The group will follow specific guidelines to ensure a productive and supportive environment:

- 1) **Speakers** will share their thoughts, and feelings about the *self-inventory and/or reflections* with their peers (listeners) for 5 min, *focusing on one or two key points.* In groups, they will receive and respond to peer feedback. After receiving peer feedback, the **speaker** will have an additional few minutes to respond to peer feedback, including but not limited to reactions, feelings, and thoughts.

- 2) **Listeners/peers** will respond to the speaker for no more than 2-3 min. After receiving peer feedback from each group member, then the speaker will have 2-3 minutes to respond to feedback.
- 3) **Timekeepers** will use a timer or a timekeeping app to keep each person and the group on task for the allotted time. Timekeepers will ensure that speakers take no more than 7-8 minutes total to share and respond to feedback. Each listener uses no more than 2-3 minutes for feedback. More time will be allowed for more in-depth topics. The total time allotted for the entire practice session is 40 minutes (subject to vary).
- 4) **Things to keep in mind:**
 - ✦ Listen to feedback with an open mind to improve your counseling skills without becoming defensive.
 - ✦ Do not be afraid to give feedback, but make sure it is gracious and helpful.
 - ✦ Be as specific as possible with both affirmations and suggestions for expanding thought processes.
 - ✦ 6) **Special Note:** Your PS Groups will occur in person and during class time. Because of the time constraints, you may often feel incomplete. Remember that the group is a focused opportunity to improve your self-skills using peer support and real insights about yourself and your experiences. Each student should have an opportunity to share in the PSG group.

3. SELF-REFLECTION AND SELF-INVENTORY ASSIGNMENTS:

The purpose of these assignments is to help you focus and reflect on the key topics to be discussed in the class. *You will have an opportunity to share these reflections and self-inventories in your PS groups.* Each time you are assigned a self-reflection and/or self-inventory type your responses or reflections in a Word document. **These assignments are due by Wednesday, 11:59 (CST).**

- 1) When submitting a self-inventory, please write the name of the assessment, pg. num, question number, and your responses in a Word document and upload to Moodle.
- 2) When submitting a reflection please write a one-page Word document and upload it to Moodle. **Reflect on guiding questions**, and connect with your own experiences, both personal and professional. Listen to your mind, body, and spirit as you reflect on the guided questions. Note feelings, thoughts, memories, physiological reactions, etc. **Guiding Questions (choose one or two to respond to in your reflection paper):**
 - What comprehension or new understanding have you gained from this week's reading? (specific idea, concept, or method gathered from readings)
 - What have you found troubling or disagreeable in this week's readings? (Refer to a particular notion or practice that you find challenging and address why it is so)
 - How do this week's readings affirm or challenge your personal or professional beliefs? (Pull from an idea or notion to make a connection with your personal or professional beliefs)

- How might you apply ideas, skills, or concepts from your readings to your current or future Professional Counseling practice/work?

3) Also, please bring your written responses to class and share them in the PS groups

- 4. ADVOCACY PROJECT – 1 OR 2:** An advocacy project is an opportunity to practice advocating for the profession and our clients. The goal is to demonstrate a knowledge of current legislation and issues impacting our profession and clients, take direct action to effect change, take direct action to raise awareness of an issue, and advocate for improving the conditions for an individual or groups. You will be expected to write a two-three-page reflection paper on your advocacy project, write a brief outline, and provide supporting documents. A **two-three-page reflection paper on your Advocacy project and supporting documents are due December 15th**. Detailed instructions are attached to this syllabus and will be reviewed in class.

Resources:

- 1) <https://www.eventbrite.com/d/il--chicago/mental-health-events/>
 - 2) <https://namiillinois.org/get-involved/volunteer/>
 - 3) <https://www.counseling.org/>
 - 4) <https://www.ilcounseling.org/>
 - 5) <https://engage.northwestern.edu/> (North Western Center for Civic Engagement)
- 5. BRIEF OUTLINE AND PRESENTATION.** You will prepare an outline and present your advocacy project on **December 6th or December 12th**. Detailed instructions are attached to this syllabus and will be reviewed in class.

CRITERIA FOR GRADING

Grades and feedback for each assignment will be posted on Moodle

Assignment	Points	Due Dates
Reading, Attendance, Tardiness, Large and Small Group, and Class Participation, Open/Closing [Attendance: 1 pt./wk. x 13 wks. = 13 pts. ; Class participation: 1 pts./wk. x 13 wks.- 13 pts. , Punctual .50pt./ wk. x 13 wks. = 6.5 pts.]	32.5	Each class
Reflection, and Self-Assessment assignments [1.5 pts./wk. x 13 wks. = 19.5 pts.]	19.5	Wednesday, 11:59 pm (CST)
Brief Outline on Advocacy Project-Submission	3	Dec 6 th or Dec. 11 th , 5:00pm (CST)
Advocacy Project Outline Presentation in class	10	Dec. 7 th or Dec. 12 th ,
Advocacy Project and Reflective Paper	35	Dec 15 th , 11:59 pm (CST)
Total Points	100	

A	94-100	B-	80-82	D+	67-69
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A-	93-90	C+	77-79	D	60-66
B+	87-89	C	73-76	Pass	60 and above
B	83-86	C-	70-72	Fail	59 and below

For purposes of reference, the following standards will apply to the contents of assigned papers and the class presentation.

“**A**” signifies an in-depth grasp of the material presented in class and in readings, and a demonstrated ability to explore the implications of that material for pastoral care beyond what is immediately evident.

This grade generally indicates sufficient interest to go beyond the required readings of the class.

The paper addresses all of the questions or issues assigned. Information is focused in an organized and thoughtful manner.

Writing reflects thorough proofreading that evidences thoughtful and reasoned development of ideas and reflections constructed with correct grammar and spelling. No spelling, grammatical, or punctuation errors.

“**B**” signifies an adequate comprehension of class material and the ability to apply the concepts to pastoral settings.

The paper addresses many of the questions or issues assigned. Information supports the thesis of the paper.

Writing reflects proper grammar, and spelling, and is constructed with a reasonable, easy-to-follow development of ideas and evidence of proofreading. Few (1-3) spelling, grammatical, or punctuation errors.

“**C**” indicates minimal integration of the themes of the course, but sufficient to pass.

The paper addresses only 2 or 3 of the questions or issues assigned. The project has a focus but might stray from it at times. Information appears to have a pattern, but the pattern is not consistently carried out in the paper. Information loosely supports the thesis of the paper.

Writing reflects a minimal ability to organize material and demonstrates minimal attention to grammar and spelling.

The project has a focus but might stray from it at times. Minimal (3 or 5) spelling, grammatical, or punctuation errors.

Other grades will indicate poorly organized or inadequate integration of the material, or failure to complete sections of the class requirements.

CLASS SCHEDULE & OUTLINE

UNIT ONE. INTRODUCTION TO PROFESSIONAL COUNSELING

Week 1 September 7: Introduction and Course Overview

- Orientations to course outline, expectations, and assignments
- Introduction to one another and group norms
- What is professional counseling?
- What has been your experience with seeking professional counseling? What was helpful/unhelpful?
- Sign-up sheets (Advocacy Project Outline, Open/Closing)

Reading:

- Corey & Corey, Ch. 1 (p. 24-32)

Assignment:

- Introduce Yourself – Introduce yourself on a “Self-Introduction” discussion board on Moodle. Instructions are on Moodle. **Due Friday, 9/1, by 11:59pm**
- My Image of professional counseling – Draw your image of professional counseling or bring an object to show in class. Be prepared to share in class, in a few words, how this picture or object reflects your image of professional counseling.
- Self-Assessment: An Inventory of Your Attitude and Beliefs About Ethical and Professional Issues

Week 2 September 14: Historical Context and Models of Ethical Decision Making

- What are the foundations for the Code of Ethics?
- What models and approaches to Ethical Decision Making are available?
- Compare Ethical Decision-Making Models. What are similar themes and differences?

Reading:

- Corey & Corey, Ch. 1 (pgs. 1-23, 34)
- Corey & Herlihy, Intro. (pgs. 3-25)
- Wheeler & Bertram, Ch. 1 & 2 (pgs. 1-20, 21-40)

Assignment:

- Reading and Reflection Paper
- PSG Groups

Week 3 September 21: The Counselor as a Person as a Professional

- What is the role of the professional counselor?
- How are our personal and professional lives interrelated?
- What are the ethical implications of countertransference?
- What is the role of stress in therapist impairment?

Reading:

- Corey & Corey, Ch.2 (pgs.37-64)
- Kottler, Ch. 1 (pgs. 1-20)
- Corey & Muratori, Ch. 1, pgs. 1-22 & Ch. 9 (pgs. 203-222)

Assignment:

- Complete scale ratings **and** reflection questions (ques. 1-6), Corey & Muratori, Chapter 9 (pgs.214-215)
- Reading and Reflection Paper (**develop a self-care plan**)
- PSG Groups (**share self-care plan, scale ratings, and reflection responses**)

Week 4 September 28: Values and the Helping Relationship

- What values, beliefs, biases, and assumptions do you bring into the counseling session?
- What values, beliefs, biases, and assumptions might affect your therapeutic work?
- What are the ethical issues involved when the professional counselor imposes their values?
- What is the role of the professional counselor's values in the therapeutic process?

Reading:

- Corey & Corey, Ch.3 (pgs. 67-101)
- Corey & Herlihy, Ch. 5 (pgs. 193-204)
- Doherty, Ch. 1 (pgs. 3-20)

Assignment:

- Complete Self Inventories in Corey & Corey, Chapter 3 (pgs.68, 81-82, 82-83,)
- Reading and Reflection Paper
- PSG Groups

Week 5 October 5: Records, Documentation, and Informed Consent

- What are the professional counselor's ethical and legal responsibilities in record keeping?
- What is the purpose of client records?
- What are the professional counselor's responsibilities regarding informed consent?
- What are practical strategies for risk management?

Reading:

- Corey & Corey, Ch. 5 (pgs. 148-201)
- Corey & Herlihy, Ch. 1 (pgs.143-153)
- Wheeler & Bertram, Ch. 7 (pgs. 153-170)

Assignment:

- Complete Self Inventories in Corey & Corey, Chapter 5 (pg. 149)
- Reading and Reflection Paper
- PSG Groups

[No Class on *October 12- October 13*– Reading Days]

Week 6 October 19: Confidentiality: Ethical and Legal Issues

- What are the purpose and limitations of confidentiality?
- What are the privacy issues with telecommunications devices, social media, and online counseling?
- What are the implications of HIPAA for professional counselors?

Reading:

- Corey & Corey, Ch. 6 (pgs. 204-223)
- Corey & Herlihy, Ch. 3 &9 (pgs.169-182, 245-258)
- Wheeler & Bertram, Ch. 5 (pgs. 103-132)

Assignment:

- Complete Self Inventories in Corey & Corey, Chapter 6 (pg. 205)
- Reading and Reflection Paper
- PSG Groups

Week 7 October 26: Duties to Report, Warn, Protect & Civil Liberties

- What are the differences between the duty to warn and the duty to protect?
- What are the guidelines for dealing with at-risk clients?
- What are the professional counselor's ethical and legal responsibilities regarding at-risk clients?

Reading:

- Corey & Corey, Ch. 6 (pgs. 224-238, 244-252)
- Wheeler & Bertram, Ch. 6 (pgs. 133-152)

Assignment:

- Reading and Reflection Paper
- PSG Groups

Week 8 November 2: Managing Boundaries and Multiple Relationships

- What are the guidelines regarding dual or multiple relationships?
- What is the definition of a dual or multiple relationship?
- What are the guidelines for using touch in the therapy relationship?

- Differentiate between boundary crossings/blurring, boundary extending, and boundary violations

Reading:

- Corey & Corey, Ch. 7 (pgs.254-298)
- Corey & Herlihy, Ch. 7 (pgs. 215-229)
- Wheeler & Bertram, Ch. 10 (pgs. 211-232)
- Akhtar, Ch. 7&8 (pgs. 141-163, 165-175)

Assignment:

- Complete Self Inventories in Corey & Corey, Chapter 7 (pg. 255)
- Reading and Reflection Paper
- PSG Groups

UNIT TWO. FURTHER ISSUES IN THE PROFESSIONAL COUNSELING CONTEXT

Week 9 November 9: Ethics in Social Justice and Advocacy

- What is the definition of social justice? What is a community perspective?
- Why do social justice and community matter in professional counseling?
- What is the role of the counselor in community and social justice?
- What are some ways to get involved in the community and promote social justice?

Reading:

- Corey & Corey, Ch. 13 (pgs.451-475)
- Lee, *Counseling for Social Justice*, Ch. 1 (pgs. 3-20) (**Moodle**)
- Doherty, Ch.5 (89-112)

Assignment:

- Complete Self Inventories in Corey & Corey, Chapter 13 (pg. 452)
- Reading and Reflection Paper
- PSG Groups

Week 10 November 16: Crisis-Suicide Threats of Self Harm

- What is the definition of a crisis?
- What are helpful interventions for suicidal clients and clients threatening self-harm?
- What are the ethical guidelines in crisis intervention?
- What are the ethical and legal issues surrounding the response to threats of suicide and harm to self?

Reading:

- Corey & Corey, Ch. 6 (pgs. 238-243)
- Wheeler & Bertram, Ch. 9 (pgs. 191-209)
- Myer, Ch. 1 & Ch. 3 (pgs. 1-26, pgs. 61-95)

Assignment:

- Reading and Reflection Paper
- PSG Groups

[No Class on *November 20- November 24– Thanksgiving*]

Week 11 November 30: Ethical Issues in Couples, and Family Therapy & Issues in Theory and Practice

- What are the key ethical standards in working with couples and families?
- How can professional counselors' ethics be an issue in couples and family work?
- What are the basic premises involved in the systems theory perspective?
- What are the ethical issues involved in using techniques?
- What are the theoretical perspectives on assessment and diagnosis? What are the ethical, clinical, and cultural issues?

Reading:

- Corey & Corey, Ch. 10 (pgs. 365-393)
- Corey & Corey, Ch. 11 (pgs. 395-420)

Assignment:

- Complete Self Inventories in Corey & Corey, Chapter 10 (pg. 366)
- Complete Self Inventories in Corey & Corey, Chapter 11 (pg. 396)
- Reading and Reflection Paper

Week 12 December 7: Trauma

- What is trauma?
- How do we help traumatized people?
- What are the symptoms of trauma?
- How do we listen to a traumatized person's story?

Reading:

- Herman, Ch.7 (pgs. 133-154)
- Akhtar, Ch.4 (pgs.83-97)
- Menakem, Ch. 1 & Ch. 3 (pgs. 3-26, pgs. 37-55)
- American Psychiatric Association, *DSM-V*, "Trauma-and Stressor-Related D/O", (pgs.265-290)

Assignment:

- Reading and Reflection Paper
- **Brief Outline on Advocacy Project-Upload on Moodle – Due December 6, 05:00 pm (CST).**

Week 13 December 12 (Tu): Integrative Conversation and Course Evaluation (share outline on advocacy project), redo self-assessment share in larger group and course evaluation

- What do you take out of this class?
- How do you apply the varieties of information (theories, models, resources, etc.) learned in this course to your professional context?
- What is your current understanding of professional counseling?

Reading:

- Corey & Corey, Ch. 1 (p. 24-32)

Assignment:

- Prepare to share your reaffirmed or changed image of professional counseling.
- Self-Assessment: An Inventory of Your Attitude and Beliefs About Ethical and Professional Issues
- **Brief Outline on Advocacy Project-Upload on Moodle – Due December 11, 05:00 pm (CST).**
- **Advocacy Project and Reflective Paper -Upload on Moodle – Due December 15, 11:59 pm (CST).**



APPENDIX. INSTRUCTIONS FOR ASSIGNMENTS



ADVOCACY PROJECT – 1 OR 2:

Advocacy Project 1: Counselor Advocacy through Legislative Influence:

For this assignment, you will take legislative action via a written correspondence that you will send to an elected official, via email or mail. You will need to search websites such as the American Counseling Association, Illinois Counseling Association, and the National Alliance on Mental Illness to gain knowledge of various legislative issues. Examples are legislative actions aimed at allowing professional counselors licensed and residing in a compact state to practice in other compact states without the need for multiple licenses, or actions that support the Mental Health of Educators and Staff Act, which aims to establish grant programs to improve the mental health and resiliency of educators and school staff. You will engage in research on the topic and cite at **least three resources** in the body of your letter or email. You may use templates to inform your letter/email. You **may not** use a standard letter that an organization has prepared. This letter/email must be in your own words. You must submit to your instructor a two-three-page reflection paper on your experience, attach your email/letter and provide evidence that your letter or email was sent.

Advocacy Project 2: Counselor Advocacy through Experiential Activity:

A second option, participate in an organized community event that aims to help a marginalized group or raise awareness of an issue in the community. You will contact the agency to inquire about assisting with the facilitation of and/or actively participating in an event. You are required to volunteer for a minimum of 3 hours. Contacting a Center for Civic Engagement can help you with identifying a volunteer opportunity. You must submit to your instructor a two-three-page reflection paper on your experience, *include in your paper the organization's name, the date/time frame of the event, and your contact (name, title, email, phone number) in the organization.*

A two-three-page reflection paper on your Advocacy project and supporting documents are due December 15th. Please type all papers in 12-point font, 1½ spaced, and no more than 3 pages.

ADVOCACY PROJECT OUTLINE AND PRESENTATION. You will prepare an outline and present your advocacy project on **December 7th or December 12th.**

Advocacy Project: Rubrics

- ①. The paper is the prescribed length. (1)
- ②. The paper indicates you followed assignment instructions. (1)
- ③. Writing reflects through proofreading that evidences correct grammar and spelling. (1)
- ④. Writing reflects thorough proofreading that evidences thoughtful and reasoned development of ideas. (2)
- ⑤. The paper indicates your process for identifying a topic to address. (2)
- ⑥. The paper communicates clearly why you choose a particular topic. (2)
- ⑦. The paper communicates your process for gathering data/information on your topic. (2)
- ⑧. The supporting documents are attached to your paper. (3)
- ⑨. The paper communicates that you have a clear understanding of the issue requiring advocacy. i.e. arguments for/against, who benefits, who may be harmed, pros/cons. (3)
- ⑩. The paper demonstrates your spoken and/or written interactions with others (institutions, advocates, organizers, legislators, etc.). (3)
- ⑪. Self-reflection indicates an awareness of your thoughts, feelings, and sensations as you actively advocate for change. (3)
- ⑫. Self-reflection on the interrelatedness between your advocacy and faith/spirituality. (3)
- ⑬. Self-reflection indicates how your concerns, your story, and your experiences interact with those of the other and how your life affected your interaction with the other. (3)
- ⑭. Self-reflection indicates both positive and negative critique of how you used yourself in this experience. (3)

- ⑮. Self-reflection indicates your thoughts and feelings about your topic after doing research and advocacy action. What if any, are your advocacy plans post-assignment? (3)

Outline on Advocacy Project: Guidelines

(Please limit responses to 2-4 sentences per section (I, II, III))

I. Advocacy Project (tell the class briefly about your project)

- A. Topic
- B. Research Methods
- C. Advocacy Action
- D. Concerns

II. Self-Reflection

- A. Self-Awareness in Action (thoughts, feelings, sensations)
- B. Theological reflections
- C. Experiential Reflections (observations, learnings, insights, etc.)

III. Key Take Aways

- A. What did you learn from this experience? Identify 2-3 takeaways.
- B. Post-assignment Advocacy Plans, if any

Your presentation time is 10 min (including the Q&A portion)

