Καθολικός

Professional Counseling Issues and Ethics
(2015 spring)

Professor: Sister Marie Faubert, CSJ, EdD, PSC, LPC-S, NCC

Office Hours: Malloy Hall 115
713-525-3552
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Friday No Office Hours
Monday, Tuesday, Wednesday 2:00 PM to 5:00 PM

Place and Time: Malloy 013
Wednesday 5:30 PM – 8:15 PM

Required Texts


Required Format for All Academic Assignments


General Description

COUN 5369 Professional Counseling Issues and Ethics includes the principles, assumptions, techniques, and procedures associated with professional counseling issues and ethics. Knowledge, abilities, and skills for applying legal and ethical issues in counseling settings are developed. The central place of integrity and social justice in the life of a professional counselor is emphasized. Students become familiar with salient professional organizations.

This course investigates research related to the application of professional counseling to legal and ethical issues. Relevant legal cases are examined. This course emphasizes how professional codes of ethics are applied with cultural confidence and competence especially in working with clients whose native language is not English. Integrity and social justice as cardinal characteristics of professional counselors are examined. This
course probes the issues of race, ethnicity, language, class, gender, and distinctive populations as they impact ethical considerations of power relationships.

**Competencies**

The counselors are skilled professionals who is able to:

1. Maintain good mental and physical health.
2. Demonstrate commitment to the wellbeing of others.
3. Remain sensitive to others.
4. Empathize.
5. Respect persons *a priori*.
6. Believe in the positive potential of people.
7. Systematically conceptualize human behavior and the processes of change.
8. Facilitate personal development of others in context.
9. Have a high tolerance for stress and frustration.
10. Respect freedom of choice.
11. Communicate effectively.
12. Remain professionally competent.
13. Remain committed to professional growth.
14. Maintain a professional identity as a counselor.
15. Commit to and model professional ethics.

**Performance Guidelines**

Professional counselors provide evidence of competence by demonstrating ability to:

1.1 Express a clear understanding of personal needs, values, strengths, weaknesses, feelings, and motivations that may impinge upon effectiveness as a counselor.
1.2 Experience self as a capable person of worth and dignity.
1.3 Remain aware of unrealistic expectations placed on self and clients. Continually assess the extent to which expectations of self and clients are realistic/unrealistic.
1.4 Develop an awareness of unresolved personal issues and the potential impact on clients during counseling sessions.
1.5 Stay mentally prepared to deal with the reality that clients are not always going to like their counselor. Be prepared to respond constructively to the inevitability that clients will not always like their counselors.

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1 Adapted from:
1.6 Maintain the mental maturity and courage to help clients explore painful, sensitive, and difficult issues.
1.7 Recognize connections among physical, spiritual, emotional, and mental health.
1.8 Recognize the importance of maintaining a healthy diet on a regular basis.
1.9 Exercise regularly.
1.10 Undergo annual physical examinations.
1.11 Pursue wellness through recognizing and appropriately meeting personal needs in context of family, friends, and community, for example, physical, psychological, social, emotional, and spiritual.

2.1 Put aside personal concerns during counseling sessions in order to focus on client concerns.
2.2 Communicate verbally and nonverbally a sincere interest in and caring for others.
2.3 Verbalize a primary commitment to assist clients and strive to act in their best interest.
2.4 Be emotionally affected or touched by the experiences and feelings of clients.

3.1 Show awareness of a broad range of client feelings, thoughts, values, and attitudes.
3.2 Identify and respect the expectations of clients, coworkers, and supervisors.
3.3 Recognize how aspects of culture or diversity may influence client perceptions of the counseling process.

4.1 Communicate an understanding of each client’s world as perceived by the client.
4.2 Formulate verbal responses that accurately and concisely reflect the content and feeling of clients’ verbal and nonverbal messages.
4.3 Avoid ridicule, criticism, and passive hostility in interactions with clients.
4.4 Demonstrate and convey a respectful, warm, and caring attitude toward clients.

5.1 Recognize and show the valuing of differences between the counselor and client’s subjective experiences and viewpoints.
5.2 Respect client opinions, practices, values, and emotional reactions, especially those which differ from those of the counselor.
5.3 Avoid prejudicial attitudes and stereotypical thinking regarding clients and avoid imposing personal values on clients.
5.4 Realize how personal values may influence counselor responses.
5.5 Create an environment that provides clients with the opportunity to express themselves openly, without fear of judgment or rejection.
5.6 Provide ethically responsible counseling services to all clients regardless of gender, age, race, ethnicity, sexual orientation, religion, dis/ability, or socioeconomic status.

6.1 Communicate verbally and nonverbally a perception of clients as worthy and responsible.
6.2 Communicate hope; express belief in clients’ capacity to name problems, solve problems, manage their lives, and grow.
6.3 Validate client concerns.
7.1 Based on the classic and current professional counseling literature, develop and apply an internally consistent theory of how people are innately endowed, develop, and change.
7.2 Therapeutically apply theoretical constructs to determine the meaning of specific human issues.
7.3 Use knowledge of human behavior and counseling theory to generate appropriate counseling goals and modality of treatment.
7.4 Provide counseling to clients using direct and indirect methods of inquiry, ranging from casual conversation to structured diagnostic assessment.

8.1 Alter specific counseling interventions and techniques on the basis of effectiveness, client needs, and client culture.
8.2 Maintain toward clients an orientation based on principles of development, wellness, and best practice.
8.3 Recognize appropriate levels of counselor and client responsibility for the counseling process and act on that recognition.
8.4 Facilitate client expression and self-exploration.
8.5 Communicate a genuine, nonjudgmental understanding of client decisions.
8.6 Communicate a belief in clients’ abilities to think, feel, or act differently from the way they have in the past.
8.7 Respond therapeutically and with immediacy to important material as it arises during counseling sessions.
8.8 Help clients become aware of how they may have been restricted or have restricted themselves in the past and present possible alternatives for the present and future.
8.9 Verbally and nonverbally encourage clients to choose constructive behavior and discourage clients from choosing destructive behavior.
8.10 Support clients’ efforts to cope and change, and confront client discrepancies in proportions appropriate to each client.
8.11 Verbally identify increments of change and consistently integrate them into an overall pattern or theme within the counseling process.
8.12 Process mentally where clients are in the counseling process rather than where one would like them to be.
8.13 Join the client in assessing actual progress toward mutually established goals for counseling.
8.14 Understand that personal growth in clients is not always apparent and may occur after counseling is concluded.
8.15 Help clients see their experience and problems during the counseling process as opportunities for growth and change.

9.1 Maintain composure during times of stress and discomfort, both one’s own and the client’s.
9.2 Display calm and persistent courage in the face of difficult circumstances.
9.3 Stay aware of and avoid power struggles with clients during the counseling process.
9.4 Convey patience with each client’s pace of change rather than attempt to hurry or force change.
10.1 Use the counseling process to enhance client freedom in a manner than is culturally appropriate.
10.2 Communicate verbally and nonverbally to the client the freedom to retain cherished values, and develop awareness of the undesirability of retaining self-defeating thoughts, feelings, and behaviors.
10.3 Recognize and resolve counseling situations in which the client’s values conflict with values of the counselor.

11.1 Communicate with clients in specific and concrete, rather than general and abstract, terms.
11.2 Communicate in a style compatible with the client’s communication style developmental level, and cultural background while remaining genuine.
11.3 Openly and appropriately communicate a wide range of affective experiences, from genuine anger to spontaneous tenderness and caring.
11.4 Clearly communicate ideas and concepts relevant to the counseling process in ways that assist clients to attain therapeutic goals.
11.5 Demonstrate congruence between verbal and nonverbal forms of communication.
11.6 Recognize and value how the client’s culture may influence client communication style during the counseling process.
11.7 Use client’s native language to enhance the client relationship and mutual understanding.
11.8 Utilize client fantasies, metaphors, and imagery to enhance the counseling relationship.
11.9 Communicate with clients in a manner that instills faith and hope in their growth process.
11.10 Spontaneously provide or mutually create culturally appropriate interventions consistent with the counselor’s theoretical orientation and the needs of the client.
11.11 Take therapeutically appropriate risks.
11.12 Use humor when therapeutically appropriate.

12.1 Understand personal professional strengths and limitations.
12.2 Practice self-discipline.
12.3 Effectively manage personal assets, such as knowledge, skills, energy, physical, mental, and spiritual health, and time.
12.4 Communicate and interact with others in an appropriately assertive manner that demonstrates emotional awareness, emotional self-discipline, and mutual respect.
12.5 Work as a team in cooperation with professional and paraprofessional colleagues.
12.6 Specify personal and professional qualifications and offer only those services for which the counselor is qualified.
12.7 Help clients understand the nature of the counseling relationship so that clients will be aware of limits of the services offered.
12.8 Maintain professionalism and avoid becoming overly involved in the problems of clients during and after counseling sessions.
12.9 Acknowledge counselor misperceptions, mistakes, and limitations as well as astute insights, successes, and potential.
12.10 Make appropriate client referrals, when necessary, on the basis of an awareness of the specialties, skills, and services of the helping professionals in the community.
12.11 Communicate that the client will be assisted in finding appropriate sources of help if personal or institutional limits are exceeded.

13.1 Pursue continuing education to better meet the counselor and client needs (attend professional conferences and workshops, keep current with professional literature, (periodically seek continuing supervision, present at State and National conferences).
13.2 Appropriately receive and use feedback from clients, supervisors, and peers.
13.3 Apply an awareness of how current social, legal, and economic trends affect the counseling process.
13.4 Examine existing beliefs in light of new information.

14.1 Maintain active membership in professional organizations (American Counseling Association, ACA and its divisions, Texas Counseling Association and its divisions, and other organizations related to areas of specialization).
14.2 Understand and appreciate the history of the counseling profession.
14.3 Be aware of important dates, events, and issues related to the counseling profession.
14.4 Understand the identity and professional role of counselors in conjunction with other mental health professions.
14.5 Have knowledge of various forms of credentialing and their functions within the counseling profession.

15.1 Exhibit a thorough knowledge of ethical standards of professional organizations and credentialing bodies.
15.2 Behave in accordance with professional ethical standards.
15.3 Operate from a consistent ethical decision-making model to solve ethical dilemmas.
15.4 Examine personal ethics to resolve any conflicts with professional ethical standards.
15.5 Educate coworkers, administrators, and clients regarding professional ethical standards of counselors.
15.6 Remain familiar with and respect the ethical standards of coworkers representing professions other than counseling.
15.7 Know and, when appropriate, enact proper steps for addressing and reporting ethical violations.

**Andragogy**

**COUN 5369 Professional Counseling Issues and Ethics** uses a Freirian model as its andragogy. Consequently, the professor believes that students and professor have equal responsibility for the success of this course. Our roles are different; our responsibilities are equally salient. In addition, the professor believes that life experiences shared in the

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2Malcolm Knowles (1913-1997) adopted the term andragogy first used by Alexander Kapp, a German teacher. Knowles developed his theory and practice of adult education at North Carolina State University.

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learning community are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course.

The role of the professor is to come to class prepared, pace the class, and to facilitate conversation. The role of students is to come to class having mastered the readings and research in order that they can have scholarly conversations with their classmates and the professor in a learning community. Scholarly conversations include and are not limited to integrating their readings with their professional lives.

Retention in COUN 5269 Professional Counseling Issues and Ethics

For retention in COUN 5369 Professional Counseling Issues and Ethics “candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (University of St. Thomas School of Education Academic Catalog, www.mystthom.edu).

The emotional and mental health of professional counselors is essential to their functioning in an ethical, competent manner. The responsibility of gate keeping on the part of the professor in consultation with the program directors and dean protects the students, the degree, the university, and the profession.

This course functions on the honor system. Students are expected at all times to meet the requirements of the honor system. The professor has the discretion to fail a student or recommend dismissal from the Counselor Education Program any student who violates the honor system. The professor must be able to trust students; therefore, students must demonstrate trustworthiness at all time and in all circumstances.

Discipline, Commitment, Focus

Success in this class requires personal discipline, commitment to academic excellence, continued professional development, and focus on outstanding performance in this course and in all areas of professional practice. Discipline, commitment, and focus are demonstrated by punctuality, presence, preparedness, participation, and generosity with colleagues in the learning community.

Integrity

Integrity is the most important quality for success in this course. Integrity requires students to be authentic and honest in all academic and affective work and with their colleagues in the course. Integrity implies that students become familiar with and practice at all times the Code of Ethics of the American Counseling Association (2014) and the codes of ethics of their respective areas of the counseling profession.

Professional counselors perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the
adequate performance of their profession. Consequently, the professor has the discretion to fail students who violate their integrity.

If students in the Professional School Counseling Track fail this course, a report will be given to Dr. Serena Flores. If students in the Clinical Mental Health Counseling Track fail this course, a report will be given to Dr. Elizabeth Maynard.

**Plagiarism**

Plagiarism is taking credit for any thought, idea, or work that is not original with the student writing the assignment. Plagiarism is a serious offense that will result in failing this course. When writing assignments, reference information, websites, books, etc. The APA Manual (2010) rules for citing and referencing must be followed.

If a student paraphrases ideas, then references must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It might be tempting to copy and paste works from the internet, borrow the work of friends, rephrase a manuscript previously written, or change a few phrases here and there. All of these activities are examples of plagiarism.

In other words, plagiarism involves copying from a source without using the proper APA Manual (2010) notation. If you quote no more than 40 words, you are required to use quotation marks and provide the page number(s). If you quote more than 40 words, you must indent and provide the source and page number(s). A whole lot of copying is not considered graduate level work even if the writer cite it properly.

Copying a paragraph or more or changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while you write. Graduate level work requires integration of information. Drawing from one source, then another source, etc. is not graduate level work.

Copying from other manuscripts, which students have previously written, without using proper APA Manual (2010) notation is also plagiarism. The rules are the same as when quoting from outside sources. If students quote no more than 40 words, the requirement is to use quotation marks and provide the page number(s) from the original manuscript. If more than 40 words are quoted, indenting and providing the source and page number(s) are required. A whole lot of copying is not considered graduate level work even if the work is cited properly.

Plagiarism is a violation of integrity.

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The APA (2010) manual describes plagiarism this way:

Researchers do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The following paragraph is an example of how one might appropriately paraphrase some of the foregoing material in this section.

As stated in the sixth edition of the Publication Manual of the American Psychological Association (APA, 2010), the ethical principles of scientific publication are designed to ensure the integrity of scientific knowledge and to protect the intellectual property rights of others. As the Publication Manual explains, authors are expected to correct the record if they discover errors in their publications; they are also expected to give credit to others for their prior work when it is quoted or paraphrased.

The key element of this principle is that authors do not present the work of another as if it were their own work. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else’s article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (For additional information on quotations and paraphrasing, see sections 6.03-6.08; for instructions on referencing publications and personal communications, see sections 6.11-6.20.)

Self-plagiarism. Just as researchers do not present the work of others as their own (plagiarism), they do not present their own previously published work as new scholarship (self-plagiarism). There are, however, limited circumstances (e.g., describing the details of an instrument or an analytic approach) under which authors may wish to duplicate without attribution (citation) their previously used words, feeling that extensive self-referring is undesirable or awkward. When the duplicate words are limited in scope, citation of the duplicated words should be the norm. What constitutes the maximum acceptable length of duplicated material is difficult to define but must conform to legal notions of fair use. The general view is that the core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand that contribution should be included, primarily in the discussion of theory and methodology. When feasible, all of the author’s own words that are cited...
Language Diversity

The professor of this course values the speaking of more than one language. She is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their native language and in preparation to work with clients for whom English is not their native language. The professor is available to assist students who might need help with written English. In addition, the professor recommends that students who are bilingual or multilingual bring these gifts to the learning community in their journey through this course.

Americans with Disabilities Act

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities for all students. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, students are required to inform the professor of any disability or needed accommodations. In addition, students must contact the University Office for ADA Compliance. Only informing the professor is not adequate. The professor must receive a written recommendation for accommodations from the University Office for ADA Compliance.

The University Office for ADA Compliance may ask to see evidence of disability and specific accommodations as requested. Contact the professor immediately if you have a need. All information regarding accommodations is confidential. You can see the professor before or after class or request time to discuss any matters found on the recommendations of the University Office for ADA Compliance.

Evaluation and Grading

COUN 5369 Professional Counseling Issues and Ethics uses a modified contract system for evaluation and grading. Unless otherwise stated in the syllabus, each semester requirement is either accepted or students are provided with the opportunity to edit the assignment as designated by the professor. Students have 48 hours from the time assignments are returned to edit their assignments and submit them to the professor for acceptance. The professor and students may renegotiate the contract at any time during the semester.
The major research assignment and the comprehensive, final examination are given number grades or letter grades at the discretion of the professor. There is only one opportunity to submit the major research assignment and to take the final examination.

If students have had accepted all their assignments as graduate level work, they come into the final examination with a B in the course. A grade of at least 85% is required for the major research assignment to be considered graduate level work. The major research assignment is counted as 25% of the final grade. Grades of C or F are reserved for exceptional situations, for example, significant incomplete assignments, assignments not completed on a graduate level, absences, tardiness, or behavior not recognized as fit for the profession of counseling.

Absence can affect grades. One absence will not affect grades. Two absences will reduce grades by one half. For example, an A becomes an A- or a B becomes a B-. Three absences will result in reducing the grade by a whole letter. For example, an A becomes a B or a B becomes a C. Four absences will result in failing the course. Any behavior that demonstrates lack of integrity can result in failing the course. If a student fails this course, the program director will be notified in writing by the professor.

**Grade Equivalents**

92-100 = A  
90 or 91 = B+  
85-89 = B  
80-84 = C  
Below 80 = F  
A- and B- are reserved for minor missing assignments, absence, or tardiness.

**Incompletes**

Incompletes are given only at the discretion of the professor for reasons considered serious. Only unforeseen hospitalization or other equally serious life experiences can postpone a final examination. If students can foresee a problem with being present for a final examination, they plan with the professor to take the final examination early.

**Course Requirements**

**Attendance, Preparation, and Participation**

All students are expected to be present for and to participate in all class discussions and activities. All assigned readings are expected to have been completed at the time class begins. All students are expected to be present and ready for class at 5:30 PM.


**Counseling Role Play Assignment**

Students will demonstrate ethical practice in a 10-minute counseling role play in which each will role-play the counselor, and each will role-play the client:

1. Students may choose who role plays the counselor first.
2. The student role playing the counselor will introduce the role play with a professional explanation of the section of either the ACA Code of Ethics (2014) or the Texas State Board of Examiners of Professional Counselors Code of Ethics being demonstrated. Each student role-playing the counselor may demonstrate the same section of the ethical code or a different section of the ethical code.
3. Students will follow-up the counseling role play as counselor with a one-page reflection on the ethical principles demonstrated in the counseling role play. Students will include which Code was used and the section of the Code demonstrated. This manuscript will be emailed to the faubert@stthom.edu no later than 48 hours following the role-play. Students will place in the header their names, the date of the role-play, and COUN 5369 Professional Counseling Issues and Ethics. The title of the reflection is Reflection as Counselor.
4. Students will follow-up the counseling role play as client with a one-page reflection on the ethical principles demonstrated in the counseling role play. Students will include which Code was used and the section of the Code demonstrated. This manuscript will be emailed to faubert@stthom.edu no later than 48 hours following the role-play. Students will place in the header their names, the date of the role-play, and COUN 5369 Professional Counseling Issues and Ethics. The title of the reflection is Reflection as Counselor.

**Major Research Assignment  
Due March 25, 2015**

Students will choose a section of the ACA Code of Ethics (2014) or the Texas State Board of Examiners of Professional Counselors Code of Ethics. Students will prepare a formal, academic manuscript. Drafts will be submitted by noon on the due dates to faubert@stthom.edu. Only drafts received when due will be read and returned for editing.

**Client (January 28, 2015):** Students will create a client, who brings an ethical dilemma to the counseling session. The ethical dilemma could represent the relationship between the counselor and client or an issue in the counselor or client’s life (one page).

**Ethical Dilemma (February 4, 2015):** Using one of the Codes students will explain the ethical dilemma. They will cite at least 8 sources from peer reviewed journals regarding this ethical dilemma and what might be done to address it. Only sources later than 2009 will be accepted unless they are classical sources (4 pages).

**Resolution (February 11, 2015):** Students will write one page describing the resolution of the ethical dilemma.
Dialogue (February 18, 2015): Students will write a 2-page dialogue demonstrating any part of the counseling process.

References (February 25, 2015): Students will submit at least 8 references in APA format. The professor will not examine the one-to-one correspondence between the sources on the reference page and the sources cited in the ethical dilemma section until the final assignment is submitted.

Title Page (March 4, 2015): Students will submit an APA format title page. The name of the manuscript communicates a clear understanding of the ethical dilemma.

Abstract (March 18, 2015): Students will submit an abstract in APA format. The professor recommends reading many abstracts in peer reviewed journals to learn what goes into writing an abstract.

Reflection: Students will write an essay on their thoughts and feelings about completing this assignment. The reflection will not be pre-read. It will be included in the final manuscript (one page).

Completed Manuscript (March 25, 2015): The completed assignment will include all the recommendations made in the editing of the drafts. Each new section shall appear as a left heading, and it is bolded. The order of the sections as they are required to appear in the final manuscript submitted for grading are as follows: Title Page, Abstract, Client, Ethical Dilemma, Resolution, Dialogue, References, Reflection. This assignment will be emailed to faubert@stthom.edu no later than noon on the due date. Come to class ready to share thinking, feelings, and findings.

In Vivo Assignment Due February 25, 2015

Students will visit a clinic or other service provider to people who are economically poor.

1. Students will sit in the waiting room and keep track of their thoughts, feelings, and experiences. Students will make note of any human interaction between or among personnel, personnel and waiting clients, or waiting clients.
2. Students will write a document describing the place they visited and sharing their thoughts, feelings, and experiences. They will include a description of any human interaction they have had either with personnel or clients (3 pages).
3. Finally, students will answer the questions:
   a. How would I feel if I were a client here?
   b. What specific ethical issues are related to the way I feel?

This is not a formal, academic manuscript. The name of the student, due date, and COUN 5369 Professional Counseling Issues and Ethics will be in the header; include page numbers. The title of this paper will be the name of the site visited and will appear without bolding and centered as the first part of the document. This assignment will be emailed to faubert@stthom.edu no later than noon on the due date.
Once in a while I have had students approached by personnel asking them why they are in the place visited. In that case, simply tell the person that you are doing an assignment for your graduate program. If you are asked to leave, leave politely. Include this experience in your reflection paper.

**DVD or External Drive Role Play Assignment**  
**Due April 1, 2015**

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<th>Accepted files for DVD or External Drive assignment are</th>
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No other files will be accepted for this assignment.

Students will prepare a **20-minute** DVD or External Drive role-play demonstrating the application of effective, ethical, best practice with one client. The DVD or External Drive will be submitted in class. The specific ethical issue will be demonstrated clearly. In addition, students will prepare a written assignment as follows:

1. **Set up a counseling session.** Provide some information about the client and the session. Be explicit about ethical issues *(one page).*

2. **Provide a verbatim transcript of two pages.** Evaluate each counselor response using the *Empathic Rating Scale*. Put the words of the counselor and client in the left-hand column, and put the evaluation of the counselor response in the right-hand column. The evaluation includes the level and the microskill, for example, *Level 3. Accurate Reflection of Content and Feeling* or *Level 4. Inference Accepted by Client* or *Level 2. Inference Not Accepted by Client.* Single-space each set of counselor and client words, and double-space when speakers change. The easiest way to prepare the dialogue is by creating a table with two columns and one row.

3. Provide an overall **evaluation** of the counseling session from the point of view of the ethical principles as found in the Code of Ethics of the American Counseling Association (2014) or the Texas State Board of Examiners of Professional Counselors Code of Ethics. Be specific about the ethical issues represented in the DVD or on the External Drive. Include your feelings about having done this assignment. *(one page).*

4. On the due date, a copy of the manuscript will be emailed to faubert@stthom.edu no later than noon, and a DVD or External Drive will be submitted in class.
Sample Dialogue

Counselor: Nancy, it might be helpful if you summarized what we talked about last week.

Client: What I remember is that I wanted to have lunch with you, and you turned me down. I still feel bad about that. You have done a lot for me, and I need a friend.

Counselor: Last week I explained to you that, on the one hand, I appreciate your wanting to socialize with me. On the other hand, socializing will interfere with my ability to help you as your counselor. I value our professional, counseling relationship and want to help you find lasting friends outside of our professional relationship.

Client: I am beginning to understand. The reason that I came in the first place was for you to help me find real friends.

Level 3: Rapport building. Invitation to summarize.

Level 3: Reflection of content and explanation of Code in a sensitive way. [Code A.5.c]

Empathic Rating Scale

Level 1: Hurtful. Counselor is overtly, implicitly, or subtly destructive to the counseling process. Counselor is inappropriately attending, disruptive of the client’s flow, attacks the client, or discounts information. “You shouldn’t feel that way,” or “everything will be all right,” belongs here.

Level 2: Subtractive. Counselor misses content or feeling. Counselor is detracting slightly from what the client has been saying even though on the surface the session appears to be moving ahead. No harm has been done, but the client has not been helped either. Counselor responses take away from what the client says or minimizes statements.

Level 3: Accurate. This is the minimal helping response and required to have your tape accepted. Counselor reflection of content and feeling are interchangeable with the client; that is, they are accurate. Included here are accurate counselor paraphrasing or timely summarizing that catches the essence of what the client has said. Appropriate self disclosure and helpful probing with declarative sentences also belong here.

Level 4: Additive. Includes inferences. Counselor is truly additive; that is, counselor is adding something beyond the interchangeable response. In addition to an accurate paraphrasing or reflection of content and feeling, the counselor adds a mild interpretation
or a probing declarative sentence or interpretation that, not only catches the major meaning of the client, but adds something new to facilitate growth or exploration.

**Level 5. Action.** Counselor is truly acting intentionally. Counselor is integrating attending and influencing skills in the context of empathy, genuineness, and respect. Concreteness and immediacy are obvious in the exchange. Counselor is intentionally present with the client in moving the client toward action.

**Freire (2003) Assignment**

1. Students will read *Pedagogy of the Oppressed*.
2. Students will write a reflection manuscript. This manuscript will include how the reading of *Pedagogy of the Oppressed* influences students as counselor education students and as potential professional counselors (3 pages).

This manuscript will be emailed to faubert@stthom.edu no later than noon on the due date.

**Required Readings and Class Assignments**

**01-14-15**
Introduction  
Syllabus  
*Social Justice Principles*

**01-21-15**
Remley & Herlihy (2014) Chapter 1 Introduction  
*Ethical Theory – An Overview*  
*Distributive Justice*  
*Justice as Virtue*

**01-28-15**
Client assignment is due.  
Remley & Herlihy (2014) Chapter 2 Professional Identity of Counselors  
*Rerum Novarum* on Capital and Labor, Encyclical of Pope Leo XIII, May 15, 1891

**02-04-15**
Ethical dilemma assignment is due.  
Remley & Herlihy (2014) Chapter 3 Ethical Practice, Multicultural Competence, and Social Justice  
*Quadragesimo Anno*, Encyclical of Pope Pius XI on Reconstruction of the Social Order, May 15, 1931  
**Presentation:**
02-11-15  
Resolution assignment is due.  
Remley & Herlihy (2014) Chapter 4 Client Rights and Counselor Responsibilities  
*Mater et Magistra*, Encyclical of Pope John XXIII on Christianity and Social Progress, May 15, 1961  
**Presentation:**

02-18-15  
Dialogue assignment is due.  
Remley & Herlihy (2014) Chapter 5 Confidentiality and Privileged Communication  
*Laborem Exercens* on the 90th anniversary of *Rerum Novarum*, September 14, 1981  
**Presentation:**

02-25-15  
References assignment is due.  
*In Vivo* assignment is due.  
Remley & Herlihy (2014) Chapter 6 Records, Subpoenas, and Technology  
**Presentation:**

03-04-15  
Title page is due.  
Remley & Herlihy (2014) Chapter 7 Competence and Malpractice  
*United States District Court for the Southern United States District Court for the Southern District of Georgia Augusta Division, Jennifer Keeton, Plaintiff v. Mary Jane Anderson Wiley, et al., Defendants.*  
**Presentation:**  
*Counseling Role Play: Father Obiyo and Sister Faubert*

03-11-15  
Spring Break  
No Class

03-18-15  
Abstract is due.  
Remley & Herlihy (2014) Chapter 8 Boundary Issues  
*United States Supreme Court (1996)*  
*Carrie Jaffee, Special Administration for Ricky Allen, Sr., Deceased, Petitioner v. Mary Lou Redmond, et al.*  
**Counseling Role Play: Denise Ward and Rebecca Self**

03-25-15  
Major manuscript is due.  
Remley & Herlihy (2014) Chapter 16 Resolving Legal and Ethical Issues  
*Supreme Court of Texas*

04-01-15
DVD or External Drive assignment is due.
Remley & Herlihy (2014) Chapter 9 Counseling Children and Vulnerable Adults
United States Supreme Court (1996)
Roy Romer, Governor of Colorado, et al. Petitioners v. Richard G. Evans, Defendants

04-08-15
Remley & Herlihy (2014) Chapter 10 Counseling Families and Group
United States Supreme Court: Lawrence et al. v. Texas
Counseling Role Play: Amber Winchester and UDoro Ekpin

04-15-15
Freire assignment is due.

04-22-15
Remley & Herlihy (2014) Chapter 12 Professional Relationships, Private Practice, and Health Care Plans
Remley & Herlihy (2014) Chapter 13 Issues and Counselor Education

04-29-15
Last Class
Remley & Herlihy (2014) Chapter 14 Supervision and Consultation
Remley & Herlihy (2014) Chapter 15 Professional Writing, Conducting Research, and Publishing

05-06-15
In-Class, Comprehensive Final Examination

Books by or about Paulo Freire or His Pedagogy


This syllabus was created by Sister Marie Faubert, CSJ, EdD, PSC, LPC-S, NCC and Dr. Emiliano Gonzalez, PhD. No part of this syllabus can be used without their permission.


**Further Readings**


Professional Organizations

American Counseling Association (ACA) (Southern Region)
5999 Stevenson Avenue
Alexandria, VA 22304

AAC Association for Assessment in Counseling
AADA Association for Adult Development and Aging
ACCA American College Counseling Association
ACES Association for Counselor Education and Supervision
ACPA American College Personnel Association
AHEAD Association for Humanistic Education and Development
AMCD Association for Multicultural Counseling and Development
AMHCA American Mental Health Counselors Association
ARCA American Rehabilitation Counseling Association
ARVIC Association for Religious and Values in Counseling
ASGW Association for Specialists in Group Work
IAAOC International Association of Addictions and Offender Counselors
IAMFC International Association of Marriage and Family Counselors
MECA Military Educators and Counselors Association (Organizational Affiliate)
NCDA National Career Development Association
NECA National Employment Counseling Association

ASCA American School Counselor Association

Texas Counseling Association (TCA)
316 West 12th Street, Suite 402
Austin, TX 78701

There are State of Texas divisions corresponding to the national divisions, for example, TexAMCD is the Texas Association for Multicultural Counseling and Development.