Social Justice Teachings

Subsidiarity: Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

Dignity and rights of children: The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.

People have a right to an education: Equality is a major theme integrated in the Counselor Education program. In each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

Prerequisites

None.

Course Content

COUN 5369 Includes principles, assumptions, techniques, and procedures associated with professional issues and ethics in counseling. Skills for applying these issues and ethics in counseling settings are investigated. Students become familiar with Salient legal considerations and professional organizations. The relationship between ethical practice and language difference, historical privilege or oppression, and other potential client variables are a focus.
Required Texts


Required References

American Counseling Association:

National Board of Professional Counselors

Texas State Board of Examiners of Professional Counselors
http://www.dshs.state.tx.us/counselor/lpc_rules.shtm
http://www.dshs.state.tx.us/counselor/lpc_enforce.shtm

Format for All Academic Papers


Learning Objectives

The graduate student in the Clinical Mental Health Counseling department will:

a. Develop an understanding the history and philosophy of the clinical mental health counseling profession;

b. Develop an understanding the professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;

c. Develop an understanding of 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. Develop self-care strategies appropriate to the counselor role; counseling supervision models, practices, and processes;

f. Develop an understanding of professional organizations, including membership benefits, activities, services to members, and current issues;
g. Develop an understanding of professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

h. Develop an understanding of the role and process of the professional counselor advocating on behalf of the profession;

i. Develop an understanding of the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

j. Develop an understanding of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Class Policies

1. Students are expected to attend all class and to be on time.
2. Students are expected to be courteous by turning off cell phones and/or other electronic devices during class.
3. Students are expected to notify the professor if an unavoidable absence is required and he/she should consult with small group members about class notes, handouts, and/or exercises. Points (15) will be deducted from the final grade for three or more absences except in extenuating circumstances.
4. Students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in no credit for the work in question.

Disabilities Accommodations

The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:

1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested
accommodations. If you feel you are qualified to receive accommodations, please contact the Office of Counseling and Disability Services on the Second Floor of Crooker Center or call: 713-525-3162 or 713-525-6953 between the hours of 8am-5pm, Monday through Friday.

Emergency Contingency Plan

In the event of a campus evacuation or closure I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement and Email. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online. You will also be able to take your tests online using Blackboard tools.

Instructional Methods and Activities

The methods of instruction will be through discussion and lecture with an emphasis on understanding of ethical, legal, and professional issues in the clinical mental health counseling and the application of standards to case examples. Methods and activities for instruction include:

1. Traditional Experiences (lecture/discussion; demonstration; guest speaker; on-line activities; video; case studies)
2. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; role play)
3. Field Experiences (use of community resources)

Teaching Strategies: The varied methods of instruction include lecture, classroom discourse, experiential classroom exercise, audio-visual instructional materials, student presentations and written assignments, internet discussion, and guest presentations when available.

Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

**Attendance/Participation/Professionalism/ and completion of instructor evaluation (10 points)**

Since this course is an applied course and students will be practicing in class, promptness and class attendance is mandatory. Your absence prevents your full participation in the learning process even if you do your best to find out what was presented in a class you missed. Students are expected to participate in in-class activities including enactment and analysis of presentation sessions. Each student is responsible for being familiar with all information presented in the syllabus, the text, and all class meetings.
The final participation grade will include attendance records, student participation, and professionalism.

Regardless of attendance, students are responsible for all material presented in a class and meeting on the scheduled due dates for class assignments. Finally, students should read the assigned readings prior to the class meetings and be prepared to discuss the materials, except for the first class session.

**Mid Term Exam (20 points)**

**Final Exam (20 points)** The final exam will be a take-home, comprehensive exam distributed the last evening of the course. Your final exam is due electronically May 7, 2015 by midnight.

**I Read the Book assignment (10 points)**
Write a 2 page summary of the book entitled, Pedagogy of the Oppressed by Paulo Freire. Articulate how the content of this book has resonated with you as a counselor

**Special topics research paper (20 points)**
Special topics research papers are graded across three equal components: content, structure, style (5 points each). Content refers to the inclusion of the assigned material. Structure refers to the organization and clarity of the research paper. Style refers to adherence to APA style and mechanics. Special topic research papers should be six (6)-eight (8) pages, 12 point font, Times New Roman, double spaced, 1” margins, and include a separate title page and reference page (title page and reference page are not part of the page count).

**Special topics research project presentation (20 points)**
Students will lead a 15 minute presentation/discussion on a topic of professional counseling issues/ethics. Facilitating conversation among class members is required. Power point, visuals, activities, or other technology such as Youtube is recommended. Topics and presentation schedules will be assigned during the first class.

**Sample Topics Include:**
- Counseling racially diverse clients
- Counseling gay and lesbian clients
- The importance of cultural competence during the therapeutic process
- Counseling suicidal clients
- Counseling homicidal clients
- Counseling teenage parents
- Issues with on-line counseling
- Counseling with the elderly
- Strategies use with angry clients
- Therapist attraction to a client
- Client attraction to a therapist
The importance of ethical issues and guidelines in counseling
Power point Presentation on Carl Rogers Client Centered Therapy
Counseling via the internet

NOTE: All written assignments must reflect the quality of content, writing skills, creativity, and clarity commensurate with graduate level study. Grammar, spelling, and neatness will be considered as part of the criteria for grades. In addition, all assignments are to be submitted/completed on the date scheduled. Failure to do so will result in a grade deduction of 2 points for each day the assignment is late.

Methods of Course Evaluation and Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Total Possible Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation/Professionalism</td>
<td>10</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>20</td>
</tr>
<tr>
<td>I Read The Book Assignment</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Grading Scale

95-100        A        
90-94         A-       
87-89         B+       
84-86         B        
80-83         C+       
77-79         C        
70-76         C-       
Less than 70  F        

Class Schedule

   Chapter 1: Remley & Herlihy

2. January 22, 2015  Professional Identify of Counselors  
   Chapter 2: Remley & Herlihy

   Chapter 3: Remley & Herlihy

4. February 5, 2015  Client Rights  
   Chapter 4: Remley & Herlihy

5. February 12, 2015  Confidentiality  
   Chapter 5: Remley & Herlihy

NO CLASS ON FEBRUARY 19, 2015

6. February 26, 2015  Records, Technology & Subpoenas  
   Chapter 6: Remley & Herlihy

7. March 5, 2015  Competence & Malpractice  
   Chapter 7: Remley & Herlihy

March 12, 2015  SPRING BREAK

8. March 19, 2015  Boundary Issues  
   Chapter 8: Remley & Herlihy

9. March 26, 2015  Counseling Children and Vulnerable Adults  
   Chapter 9: Remley & Herlihy
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2, 2015</td>
<td>Counseling Families and Groups</td>
<td>10: Remley &amp; Herlihy</td>
</tr>
<tr>
<td>April 9, 2015</td>
<td>Evaluation, Testing, Diagnosis</td>
<td>11: Remley &amp; Herlihy</td>
</tr>
<tr>
<td>April 16, 2015</td>
<td>Professional Relationships, Private Practice, Health Care Plans</td>
<td>12: Remley &amp; Herlihy</td>
</tr>
<tr>
<td>April 23, 2015</td>
<td>Supervision &amp; Consultation</td>
<td>14: Remley &amp; Herlihy</td>
</tr>
<tr>
<td>April 30, 2015</td>
<td>Professional Writing</td>
<td>15: Remley &amp; Herlihy</td>
</tr>
<tr>
<td>May 7, 2015</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>