EDCD 611 Legal and Ethical Issues in School Counseling
2 credit hours [11 weeks]
Spring 2004   Mondays 7:20-10:00
Robinson A 250

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Office Hours: by appointment

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Course Description
Catalog: Prerequisite: EDCD 602 Foundations in Counseling. This course introduces principles, practices, and application of ethical and legal issues in school counseling.

Relationship to C&D Program Goals and Professional Organization [Council for Accreditation of Counseling and Related Educational Programs-CACREP]:
EDCD 611 is designed for Counseling Students in the school counseling track. It is designed for midway through the curriculum in order for the student to be familiar with basic counseling skills and applications, have an understanding of school counseling programs, and understand the developmental needs of children at either the elementary or secondary level. EDCD 611 addresses requirements for school counseling licensure that candidates understand legal, ethical, and professional issues and standards of the counseling profession. It also addresses the specialty area requirements of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for school counseling programs. Additional emphasis will be on C&D’s basic mission statement, stressing the need for counselors to demonstrate Advocacy, Leadership, Social Change, and Multicultural Competencies.
- CACREP-Section II.K.a: An understanding of all aspects of professional functioning, to include: Ethical standards of ACA/ASCA and related entities, and applications of ethical and legal considerations in professional counseling; and
- CACREP-Section SCP.A: An understanding of professional functioning in School Counseling.

Student Outcomes
At successful completion of this course, students should be able to:
- Demonstrate knowledge of the background and theory of ethical principles and standards.
- Describe differences between ethical principles and legal standards.
- Evidence an awareness of the potential ethical dilemmas school counselors face.
- Demonstrate a working knowledge of the ASCA Code of Ethics.
- Demonstrate an ethical decision making process.
- Demonstrate a working knowledge of the laws that pertain to school counseling in the Commonwealth of Virginia.
- Demonstrate a working knowledge of the child abuse intervention and report laws that pertain to all educators in the Commonwealth of Virginia.
  - Recognize and articulate three types of child abuse and neglect
  - Recognize physical and behavioral indicators of child abuse and neglect
  - Identify when it is necessary to report to child protective services
  - Understand procedures for reporting to social services
  - Understand social services’ response to a report
  - Understand how to promote resiliency in children
  - Become familiar with effective intervention strategies
- Demonstrate knowledge of the legal factors involved in privileged communication.
- Evidence an understanding of the legal exceptions to confidentiality and privileged communication.
- Evidence an understanding of the legal requirements and qualifiers for records, technology, and subpoenas.
- Develop various methods for legal decision-making.
Nature of Course Delivery
This course is taught using lectures/discussion format. Role-play scenarios and case studies will be used so students can actively engage in resolving ethical dilemmas, advocating for clients, and maintaining high standards of conduct for the school counseling profession.

Required Texts
2) CAIT [Instructor’s booklets – loaned to students for duration of the course.]

Supplemental

HONOR CODE
To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have se forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the even that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the university Catalog or Website at www.gmu.edu.

NOTE: This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).

NOTE: All written work submitted in the C&D program courses must conform to APA standards. Students are expected to purchase the APA manual (5th edition) and consistently demonstrate successful application of its content. Sample portions of the APA manual appear in the "Style Guides and Manuals" link on the GMU library web guide at: [http://library.gmu.edu/resources/edu](http://library.gmu.edu/resources/edu). Sample documents are also found on Blackboard.
PROFESSIONAL DISPOSITIONS
As posted on C&D homepage: http://gse.gmu.edu/programs/counseling/policies.htm

Professional Performance Criteria (Effective February 25, 2003)
The American Counseling Association code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to exhibit the following:

Communication Skills
- Clear presentation and demonstration of multicultural competencies in counseling skills
- Clear oral communication
- Clear written communication
- Clear ability to demonstrate effective and supportive helping skills
- Clear ability to demonstrate effective listening skills

Professionalism
- Commitment to multiculturalism and diversity
- Commitment to social justice as it relates to counseling
- Respect of multiculturalism and diverse cultures
- Demonstration of openness, willingness to learn, and positive attitude about multiculturalism and diverse cultures
- Commitment to the psychological well-being, health, and wellness for all people
- Sound judgment
- Integrity and honesty
- Ability to accept personal responsibility
- Ability to receive and reflect upon constructive criticism
- Positive attitude
- Ability to meet deadlines
- Ability to maintain confidentiality with clients, students, and colleagues
- Appropriate assertiveness
- Ability to manage stress
- Ability to meet requirements as stated in course syllabi
- Adherence to ACA ethical guidelines

Collaboration
- Respect for the opinion and dignity of others
- Ability to collaborate with others
- Ability to demonstrate effective interpersonal skills
- Ability to participate as a colleague and team member in all aspects of professional training

Grades
100-97=A  96-94=A-  93-91=B+  90-87=B  86-84=B-  83-80=C  79-0=F

Participation 5
CAIT Paper 25
Weekly Quizzes 35
Final Examination 35

Grading on written work will take into account the following factors: quality of written work, knowledge of content area, APA format, and adherence to requirements of assignment. As a graduate student, it is expected that all of your work will be turned in on the assigned dates. If an assignment is accepted at a later date, it is subject to a penalty of 10% of the award for every day it is overdue.
Course Requirements / Assignments

1) Attend each class and complete reading assignments for class. As a graduate student, you are expected to arrive on time and stay for the entire class period. **Missing two classes could result in failing the course.** Meaningful participation in class discussions / activities is required.

2) **7:20 Quizzes.** Three quizzes on previous weeks’ readings and lectures. There will be no make-up for missed quizzes or for late attendance.

3) **Child Abuse Intervention, Reporting, & Training (CAIT) Paper.** [Hint: Incorporate Goals 1-7]. A grading rubric will be posted on Blackboard.
   a) Write a paper to reflect your role as a professional school counselor addressing child abuse recognition, intervention, reporting, and training. Use APA format. Paper should include: cover page, abstract, body of paper, reference page, and appendix section for article inclusion.
   b) Length of paper: Five pages [abstract and body of paper]. This does not count cover sheet, reference sheet, or appendix section. Please meet, but do not exceed, this page limit.
   c) NOTE: While the use of technology may be integral to much of your research, online articles may not be used as your primary professional counseling journal article. They must be obtained from a professional counseling journal, hardcopy edition. This is to ensure that you do not limit your focus merely to the availability of articles found via electronic research.
   d) Be sure your abstract follows APA format. It should contain at least 80 words but does not exceed 100 words. Be sure your abstract is well written, accurate, and concise.
   e) Remember to use research citations throughout your work. Although some of this is reflective in nature, the majority of your paper must be based on the professional literature (i.e., from professional counseling journal articles).
   f) The title of your paper is: Child Abuse Intervention, Reporting, & Training: The Role of the Professional School Counselor.
   g) The running head is: CAIT-SC
   h) Use these headings in the main body of the paper:
      i) **Recognizing Child Abuse and Neglect.** Describe the three types of child abuse and neglect. Identify the physical and behavioral indicators of child abuse and neglect.
      ii) **Reporting Requirements.** Describe when it is necessary to report to child protective services. Describe procedures for reporting to social services. Discuss social services’ response to a report.
      iii) **Intervention.** Describe how to promote resiliency in children. Highlight effective intervention strategies.
      iv) **Summary Statement.** Objective summary of the role of the school counselor re: CAIT.

4) **Final Examination.** Examination will cover materials from class lectures and readings. Exam will include multiple choice and fill-in-the-blank questions.
EDCD 611 - Class Schedule [REVISED 1/27/02]

NOTE: Since this is a two-credit hour course, we need a total of 30 class hours + final. Therefore, class will meet for three hours each session for ten sessions. Note specific meeting dates. We will not meet every week.

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY / TOPICS</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>1) Jan. 20</td>
<td>Introduction to course</td>
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<td>2) Jan. 27</td>
<td>SNOW/ICE – CLASS CANCELED [Make-up date: Feb 10, previously a “no class” night]</td>
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<td>3) Feb. 3</td>
<td>Ethical principles, decision making, and legal issues</td>
<td>Chapter 1 Supplemental: pp 3-12</td>
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<td>4) Feb. 10</td>
<td>Quiz #1 Students at risk for suicide and/or violence Confidentiality and privileged communication</td>
<td>Chapters 2-4 Supplemental: pp 20-27 and 36-54</td>
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<td>5) Feb. 17</td>
<td>Keeping records and substance abuse</td>
<td>Chapters 5 &amp; 6</td>
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<td>6) Feb. 24</td>
<td>Quiz #2 Rights of parents and court appearances</td>
<td>Chapters 7 &amp; 8 Supplemental: pp 12 – 19</td>
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<td>7) Mar. 2</td>
<td>Court decisions and gay, lesbian, and bisexual students</td>
<td>Chapters 9 &amp; 10 Supplemental: pp 79 – 85</td>
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March 9 – GMU Spring Break – No Class

[Mar. 16 – NO CLASS]

| 9) Mar. 30 | Quiz #3 Child Abuse Recognition, Intervention, & Training (CAIT) Course Reading Packet |                                   |

[April 6 – NO CLASS]

| 10) April 13 | CAIT Report Due: CAIT Paper                            |
| 11) April 20 | No Child Left Behind Course Reading Packet            |
| 12) April 27 | Final Exam Have a great summer!                       |

Professional Growth Opportunities:

NVCA Winter Meeting Jan. 27, Topic: Staying Strong and Getting Stronger - the medical perspective on taking care of ourselves and others. LOCATION: Springfield Campus, Northern Virginia Community College, Medical Education Center (click on www.edu/medical to learn more about this facility before the meeting.)

Virginia Counseling Graduate Student Conference, February 20th at the University Center at the College of William & Mary from 8:30-5:00.

VSCA Conference Mar. 18 & 19, Charlottesville, VA

VSCA-SG (Specialist in Small Group Work): Group-A-Rama, March 8, NOVA, Annandale, VA

ACNA Annual Convention: March 31-April 4, Kansas City, MO.

ASCA Annual Conference: June 27-30, Reno, NV.