GENERIC SYLLABI FOR WEB POSTING

George Mason University
College of Education and Human Development
Graduate School of Education - Counseling & Development

EDCD 611 Legal and Ethical Issues in School Counseling
2 credit hours [10 weeks]
Fall 2005  Tuesdays 7:20-10:00  Robinson A250

Instructor: Sally Murphy, Ph.D.
Email: cmurphy@gmu.edu
Office Hours: by appointment

Office Phone: 703-993-3826
Office: Robinson A334

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 Justice, 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 working knowledge of 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 four 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

GMU’s 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 set 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.*

Please refer to the university Catalog or Website at http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

TECHNOLOGY USE
GMU students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

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. Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

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://linguistics.byu.edu/faculty/henrichsenl/apa/apa01.html. Sample documents are also found on Blackboard.

PROFESSIONAL DISPOSITIONS
GMU students are expected to exhibit professional behavior. See: www.gse.gmu.edu for a listing of these dispositions. As counselor trainees, you have additional professional performance standards.

C&D’s 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

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

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

The Professional Performance Criteria can also be found on C&D’s homepage: [http://gse.gmu.edu/programs/counseling/policies.htm](http://gse.gmu.edu/programs/counseling/policies.htm)

**Grades**

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<tr>
<th>Percentage</th>
<th>Letter Grade</th>
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<tr>
<td>100-97</td>
<td>A</td>
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<td>93-91</td>
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<td>86-84</td>
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Ethical Dilemma & Social Justice Paper = 27 Participation = 18 (Please note – check rubric!)
Final Examination = 30 Two Quizzes = 25

NOTE: It is intentional that 55% of your grade is based on quizzes and a final exam. A professional school counselor whose work is based on a faulty and an incorrect knowledge base of ethical and legal issues is doing harm to the client, the profession, and to him/herself.

It is also important to note that 18% of your grade is based on your substantive participation in weekly discussions and role-plays. A professional school counselor needs to be able to articulate responses to ethical and legal issues related to school counseling. Check Blackboard for this rubric. I encourage you to see me if you have a question about your level of participation or need the participation rubric clarified.

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, especially since this is a two-credit course.** Meaningful participation in class discussions / activities is required. Check rubric for participation!

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

3) **Ethical Dilemma and Social Justice Paper.** A grading rubric is posted on Blackboard. **Final Examination.** Examination will cover materials from class lectures and readings.
EDCD 611 - Class Schedule

NOTE: Please turn off your cell phone before the start of each class.

NOTE: Since this is a two-credit hour course, we need a total of 30 class hours. Therefore, class will meet for three hours each session for ten sessions. This means that we will not meet every week. Note specific meeting dates. EXCEPTION: Schedule is subject to change due to GMU school closure/bad weather. Make-up dates will be the next immediate “No Class” date, so keep all Tuesdays open for EDCD 611.

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<tr>
<th>DATE</th>
<th>ACTIVITY / TOPICS</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>1)</td>
<td>Introduction to course - Skills exercise</td>
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<td>2)</td>
<td>Ethical principles, decision-making, and legal issues</td>
<td>Skills exercise</td>
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<td>3)</td>
<td>Students at risk for suicide and/or violence</td>
<td>Confidentiality and privileged communication</td>
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<td>4)</td>
<td>Keeping records and substance abuse</td>
<td>Skills exercise</td>
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<td>5)</td>
<td>7:20 Quiz #1</td>
<td>Rights of parents and court appearances</td>
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<td>Skills exercise</td>
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<td>6)</td>
<td>Court decisions and gay, lesbian, and bisexual students</td>
<td>Mid-course evaluation</td>
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<td>Skills exercise</td>
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<td>7)</td>
<td>Sexual harassment</td>
<td>Special education and supervision</td>
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<td>8)</td>
<td>Child Abuse Recognition, Intervention, &amp; Training (CAIT) Course Reading Packet</td>
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<td>Skills exercise</td>
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<td>7:20 Quiz #2</td>
<td>No Child Left Behind</td>
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<td>Course Reading Packet</td>
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<td>10)</td>
<td>Nov 29</td>
<td>Class evaluation and Final exam</td>
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