EDCD 611 Legal and Ethical Issues in School Counseling
2 credit hours
Fall 2005  Wednesdays 4:30-6:45pm

Instructor: Susan Gum Catlett, M.ED., L.P.C., N.C.C.  Office Phone: 723-6676/722-7223
Email: scatlett@shentel.net/catlett.susan@wps.k12.va.us
Office Hours: by appointment

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 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 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
   NOTE: You can access these articles from the ASCA website if you are a current member. If you are not an ASCA member, go to:
   - http://www.findarticles.com/p/articles/mi_m0K0C
   - Scroll to the bottom of the page to October 2002 – that link will direct you to the special edition.

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

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

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

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.
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.
   a) Provide a written example of an ethical dilemma with social justice implications you have experienced or witnessed with a co-worker [peer or supervisor] within the system where you are/were employed. Write it objectively, taking care not to name specific people or agencies/schools.
   b) Use APA 5th edition format. Paper should include: cover page, abstract, body of paper, reference page, and appendix section for article inclusion.
   c) 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.
   d) The title of your paper is: The Role of the Professional School Counselor: Social Justice and Ethics.
   e) The running head is: SC-Social Justice and Ethics
   f) **Abstract.** It should contain at least 80 words but does not exceed 120 words. Be sure your abstract is well written, accurate, and concise. It should include a short definition of the term, “social justice.”
   g) Remember to use research citations throughout your work. Although the Summary section is reflective in nature, the rest of your paper must be written in an objective voice and must be based on the professional literature (i.e., from professional counseling journal articles).
   h) **Opening paragraph:** Briefly introduce the content of the paper. Includes a more detailed definition of the term, social justice, which was offered in the abstract. Opening paragraph is written in an objective, third person, voice.

   After your opening paragraph, use items ii – iv as heading levels:
   i) **Case Scenario.** Succinctly describe the situation. Is written in an objective, third person, voice. This should be no more than one page.
   ii) **Ethical Dilemma and Social Justice Implications.** Succinctly describe the ethical dilemma. Include a definition of social justice and state the social justice implications. Provide an analysis of the action taken. Did the person make an ethically sound decision? If yes, provide evidence of such. If no, provide an ethically sound approach that should have been taken. Make sure your analysis is based on research – provide citations. Is written in an objective, third person, voice.
   iii) **Implications for Professional School Counselors.** Demonstrate a thoughtful and reflective summary of the role of the professional school counselor re: your case study. Highlight the social justice issues prevalent in your case study. Highlight the ethical principle(s) that is in conflict with your case study. Provides suggestions for improvement. Is written in a subjective, first person, voice.

   i) Provide at least one article from a juried professional counseling journal as supportive documentation. Attach a hard copy of the article in the appendix section of your paper. Publication date must not exceed five years (i.e., 2000).

4) **Final Examination.** Examination will cover materials from class lectures and readings. Exam will include multiple choice and true/false questions. There will be one question, with several response answers, that requires you to fill in the blank. Hint: know the four components of the C&D Mission Statement
# EDCD 611 - Class Schedule

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

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY / TOPICS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Aug. 31</td>
<td>Introduction to course - Skills exercise</td>
<td></td>
</tr>
</tbody>
</table>
| 2) Sept. 7 | Ethical principles, decision-making, and legal issues  
Skills exercise               | Chapter 1                                                                 |
|         | **Supplemental reading:** An ethics quiz for school counselors.                    |                                                      |
| 3) Sept. 14 | Students at risk for suicide and/or violence  
Confidentiality and privileged communication  
Skills exercise               | Chapters 2-4                                           |
|         | **Supplemental reading:** Privacy and confidentiality in school counseling.        | **Supplemental:** pp 20-27 and 36-54               |
|         | **Supplemental reading:** Legal and ethical challenges in counseling suicidal students |                                                      |
| 4) Sept. 21 | Keeping records and substance abuse  
Skills exercise               | Chapters 5 & 6                                         |
| Sept. 28 | No Class                                                                       |                                                      |
| 5) Oct. 5 | 7:20 Quiz #1  
Rights of parents and court appearances  
Skills exercise               | Chapters 7 & 8                                          |
|         | **Supplemental reading:** A study of legal issues encountered by school counselors... |                                                      |
| Oct. 12 | No Class                                                                       |                                                      |
| Oct. 19 | No Class                                                                       |                                                      |
| 6) Oct. 26 | Court decisions and gay, lesbian, and bisexual students  
Mid-course evaluation  
Skills exercise               | Chapters 9 & 10                                        |
|         | **DUE: Ethical Dilemma & Social Justice Paper**                                  | **Supplemental:** pp 79-85                           |
|         | **Supplemental reading:** HIV/AIDS knowledge and beliefs among pre-service and...   |                                                      |
| 7) Nov. 9 | Sexual harassment  
Special education and supervision               | Chapter 11-13                                          |
|         | **Supplemental:** pp 28-35                                                      | **Supplemental:** pp 55-60                           |
|         | **Supplemental reading:** Negligence in academic advising and abortion counseling... |                                                      |
|         | **Supplemental reading:** Legal and ethical issues in school counselor supervision. |                                                      |
| 8) Nov. 16 | Child Abuse Recognition, Intervention, & Training (CAIT) Course Reading Packet  
Skills exercise               |                                                      |
| [Nov. 23 – NO CLASS] |                                                        |                                                      |
| 9) Nov. 30 | 7:20 Quiz #2  
No Child Left Behind               | Course Reading Packet                                 |
| 10) Dec. 7 | Class evaluation and Final exam  
Have a great break!               |                                                      |