

**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 2009 Wednesday 7:20-10:00 Robinson B105

Instructor: Gayle M. Cicero, M.Ed., LCPC.

Email: gcicero@gmu.edu

Phone: (c) 410-292-5419

(h) 410-360-7612

(o) 703-993-6560

Office: Robinson A 339

Office Hours: by appointment on Mondays and Wednesdays

Course Description

Catalog: *Prerequisite: Admission to C & D program, EDCD 602, and EDCD 626.* Introduces principles, practices, and application of ethical and legal issues in school counseling. This is a hybrid course which means that students are required to complete 30% of the course completing on-line assignments and participating in discussion boards.

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 theory and practice of ethical principles and standards.
- Describe differences between ethical principles and legal standards.
- Evidence an awareness of the potential ethical dilemmas that school counselors face.
- Demonstrate a working knowledge of ACA and ASCA Codes 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 five 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

- 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.

Nature of Course Delivery

This course is taught using lectures/class and online learning format. Role-play scenarios and case studies will also be used.

Required Texts

- 1) American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
- 2) Remley, T. P., Hermann, M. A., & Huey, W. C (Ed), (2003). *Ethical and legal issues in school counseling* (2nd ed.). Alexandria, VA: American School Counselor Association.

Supplemental

- 1) American School Counselor Association. (2007, May/June). Supporting at-risk students [Special issue]. *ASCA School Counselor*, 44 (3).
 - a) Includes articles re: cutting, drug abuse and prevention, school counselor's role "... as a member of IEP teams, school counselors should know the ins and outs of IDEA and Section 504 and how to bring their skills to bear to advocate for students with disabilities," etc.
- 2) American School Counselor Association. (2007, March/April). Handling crisis [Special issue]. *ASCA School Counselor*, 44 (2).
- 3) If you are an ASCA member, check their website for the following articles. Type in "ethics" as the *search* word to find these links:
 - a) *Gifts and Perks: A Problem or Not*
 - b) *Equity of Services and Dual Relationships*
 - c) *The Art and Ethics of Collaboration*
 - d) *The Legal and Ethical Complications in Letters of Recommendation*
 - e) *Students' Self-direction and Autonomy: Educating vs. Directing*
 - f) *Rights for Noncustodial Parents*
 - g) *Suicide: A Duty Owed*
 - h) *Legal and Ethical Dilemmas in Abortion Counseling*
 - i) *Ethical Tips for School Counselors*

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.

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 event that the individual is found guilty, he or she will be punished accordingly." Please refer to the university Catalog or Website at <http://gse.gmu.edu/resources/studentres/> for the full Honor Code.

TECHNOLOGY USE [See Technology Component on next page]

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.

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. The Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to adhere to specific Professional Performance Criteria. These *Performance Criteria* are on C&D's homepage: <http://gse.gmu.edu/programs/counseling/resources>

Plagiarism

The following two paragraphs are taken directly from GMU's website re: Plagiarism. Read them carefully to ensure **thorough** understanding of this issue. **NOTE:** Any form of plagiarism could be justification for dismissal from the C&D program.

Plagiarism Statement

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism.

Plagiarism and the Internet

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. ([Virginia Montecino](#))

GMU Plagiarism Policy [link is *Honor Code*]: <http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>

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.
 - *Substantive* participation to class discussions / activities is required.

2. Complete all online modules and assignments as posted.

Interview Summary (one page double-spaced)	5 points
ASCA Ethical Standards (one page double-spaced)	5 points
ACA Ethical Standards (one page double-spaced)	5 points
Child Abuse Online Training (bring quiz to class for credit)	10 points

3. **Technology Component.**
 - a. **GMU EMAIL ACCOUNT:** <https://mail-web.gmu.edu/>
 - i. All students must have, and use, their GMU email account. This is the official email address used by the Registrar, the Dean’s office, and C&D faculty and instructors.
 - ii. Students are expected to check their GMU email on a daily basis during the semester.
 - iii. Students must monitor their quota restrictions, especially if they have mail forwarded to personal accounts.
 - b. **BLACKBOARD:** Use Blackboard as the primary web link to access course instruction, documents, and to communicate with classmates.
 - i. All documents for EDCD 611, including all PowerPoint lectures, are posted on Blackboard.
 - ii. To download documents, put the cursor on the document and simply right-click and “save as” onto your hard drive.
 - iii. GMU’s Blackboard address is: <http://courses.gmu.edu>
 - iv. Your “login” name is your GMU userid [i.e., the first part of your email address before the “@gmu.edu”]
 - v. Your user name is the same as your email password.
 - c. Access web for professional national and state counseling organizations to include ACA, ASCA, AMHCA, VCA, and VSCA. Share information with instructor and classmates.
 - d. Students must agree to abide by the GMU’s policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on *Responsible Use of Computing* at the bottom of the screen.

4. **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: Three pages [this does not include title page, abstract, appendices, & references]. Please meet, but do not exceed, this page limit.
 - d) 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 the following heading levels:**

- *Case Scenario*. Succinctly describe the situation. Is written in an objective, third person, voice. This should be no more than one page.
 - *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.
 - *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. Publication date must not exceed five years.

5. **Final Project:** This is a team presentation to the class. During the first class period students will break into teams and sign up for one of the designated topics. There will be some class time designated for preparation of this project. The presentation will be 20 minutes and include a time for Q & A. The team will prepare a packet for the instructor which includes a list of sources used to create the project and all handouts.

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. **As a graduate student, it is expected that all of your work will be turned in electronically on the assigned dates. If an assignment is accepted at a later time/date, it is subject to a penalty of 10% of the award for every day it is overdue.**

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

Ethical Dilemma & Social Justice Paper = 25

Participation = 25 (Online and Class)

Project Presentation = 25

Online Assignments = 25

NOTE: Participation in all online and class activities is essential to your learning for this course. The content is critical to your success as a school counselor and reading all material prior to class activities will prepare you to participate fully. Participation grade will be based on evidence of required readings, attendance with full participation in discussions and group activities, quality of discussion postings, and being prepared in class with documents from online sessions.

EDCD 611 - Class Schedule

NOTE: Since this is a two-credit hour course, we need a total of 30 class hours. Therefore, class will meet for ten sessions (combination of class and online sessions). **Online assignments and participation on BlackBoard make-up 25% of the grade for this class.** NOTE: Schedule is subject to change due to GMU school closure/bad weather [See ***at bottom of this page.**] Keep all Wednesdays open for EDCE 611 until the end of the semester.

<u>DATE</u>	<u>ACTIVITY / TOPICS</u>	<u>ASSIGNMENTS DUE</u>
1) 9/2	Course Prerequisites; GMU Honor Code & Plagiarism Policy; Introduction to course: Codes of ethics, ethical principles, decision-making, etc. Blackboard Review CHAPTERS 1 & 2	
2) 9/9	ONLINE CLASS CHAPTERS 3, 5	
3) 9/16	CHAPTERS 4,6	*Discussion postings *One page response to ASCA ethical standards
4) 9/23	CHAPTERS 7 & 8	*One page interview summary
5) 9/30	ONLINE CLASS Child Abuse Recognition, Intervention, & Training (CAIT) <i>Review online modules and take online quiz before coming to class. MUST bring quiz results to class. Here is the link to that website:</i> http://www.vcu.edu/vissta/training/va_teachers/introduction.html Complete all assignments posted. CHAPTER 9	
6) 10/7	CHAPTER 10	*Quiz from online child abuse module *Discussion postings
7) 10/14	ONLINE CLASS CHAPTER 11 & 12	
8) 10/21	CHAPTER 13	*Final Paper *One page response to ACA ethical standards *Discussion postings
9) 10/28	Final Projects	
10) 11/4	Class evaluation and Final Projects	Have a great break!