

GEORGE MASON UNIVERSITY
College of Education and Human Development
Counseling and Development Program

EDCD 654.002
Counseling, Ethics, and Consultation in Community Agencies
Fall 2010

Instructor: Randy Buckland, M.Div., M.S., CSAC

Course Time: Mondays, 4:30 – 7:10 pm, Robinson Hall A 107

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Catalog – Prerequisite or concurrent: EDCD 603 and admission to the counseling and development program. Emphasizes types of services and facilities provided, needs and problems of client population served, role and function of counselor in agency setting, and personnel needs of the individual agency.

Course Description – This class will provide an overview of community agency counseling, the role of the counselor in communities, prevention, outreach, systemic issues, multicultural issues in community agency counseling, advocacy and social change, and service delivery programs. This course is designed to prepare students for the range of legal, ethical, and professional issues they are likely to encounter as a counselor.

Course Objectives:

To gain an understanding of counseling within community systems.

To understand the role of the community agency counselor.

To understand and appreciate the role of prevention in community agency counseling.

To gain awareness of outreach within the framework of community agency counseling.

To achieve knowledge of how prevention links with community agency counseling.

To investigate the role of advocacy and social change within the context of community agency counseling.

To investigate multicultural counseling concepts within community agency settings.

To appreciate and understand applications of community agency counseling models to various settings.

To understand the role of supervision and management in community agency counseling programs.

To become familiar with consultative roles and responsibilities within community agencies.

To develop the ability to make sound professional decisions based on ethical principles in counseling.

To enable you to anticipate and respond appropriately to ethical issues in the practice of counseling.

To help you understand the legal context within which counselors practice.

To give you legal and clinical information concerning work with high-risk clients.

*To examine the professional identity of counseling.
To help you begin the on-going exploration of the impact of counseling on the counselor.*

*Relationship to C & D Program Goals and Professional Organization [Council for Accreditation of Counseling and Related Educational Programs – CACREP]:
EDCD 654 provides a core required course in the Community Agency Counseling Program and directly relates to the program goals and mission. The course teaches students about social justice, multiculturalism, advocacy, and leadership as community agency counselors, and discusses consultation and ethical issues in community agency work. CACREP standards which are met include Section II b. (An understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society) and Section II e. (An understanding of counseling and the consultation process).*

Professional Dispositions:

Professional Performance Criteria (Effective February 25, 2003).

The American Counseling Association (ACA) 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 has adopted a set of professional performance criteria that is consistent with ACA code of ethics. Please refer to the dispositions found on the C & D Homepage at:

http://gse.gmu.edu/programs/counseling/professional_performance.htm

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/policies#TOC_H12 for the full honor code.

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: *The American with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local 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 703-993-2472 to access the DRC.*

Required Textbook:

Herlihy, B. & Corey, G. (2006). *ACA Ethical Standards Casebook (Sixth Edition)*. American Counseling Association

Herlihy, B. & Corey, G. (2006). *Boundary Issues in Counseling multiple roles and responsibilities (Second Edition)*. American Counseling Association

Wheeler, A.M., & Bertram, B. (2007). *The Counselor and the Law: A Guide to Legal and Ethical Practice (Fifth Edition)*. American Counseling Association

Additional Readings: As assigned.

Course Requirements/Assignments

Each student will:

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. This course relies heavily on experiential exercises to foster skill development therefore unexcused absences will not only impact negatively on the final grade, however will also have a detrimental effect on the learning environment for the course.

Participate and contribute to class discussions and engage in all the activities.

All written assignments must be typed and must follow APA format. Grading on written work will take into account the following factors: quality of written work, knowledge of content area, and adherence to requirements of assignment. You are expected to submit all work on assigned dates, and a penalty of 10% of the assignments grade will be applied for every day the assignment is late.

Evaluation: *Your grade will be determined by your performance on three short reaction papers (10 points each), an open book exam (40 points), and one assignment selected from options given below (30 points):*

Reaction Papers: *Each paper should integrate class readings and discussion with your own view as it has evolved to date. As you prepare these papers, anticipate how each issue will likely manifest itself in your own career and how you would see yourself responding. Each reaction paper should be about 5 pages in length.*

Specific reaction paper assignments:

A paper on some ethical or legal issue.

A paper on some aspect of yourself as a counselor – balancing career and self or family needs, a potential emotional trigger for you, your self-care plan, etc.

A paper on a community-based agency visit where you do not currently work or have visited or have ever previously worked or visited. .

Examination: There will be a final exam for this course that will ask you to respond to several situations, which contain ethical or legal dilemmas for counselors. Your responses should be based on class readings, professional guidelines and your own values. Evaluation will be based on your use of relevant supporting material and evidence of your ability to clearly conceptualize the issues presented. You will be able to use any written material you choose.

“Create Your Own” Assignment: Choose from among the following options. Choose something that is of particular interest or importance to you – hopefully something that fills a gap in your professional experience.

Please turn in a 2 – 3 page proposal for the “Create your own” assignment. This should include both the content area you want to cover and a description of what the “product” of the assignment will be.

Choices for the “Create your Own” Assignment are: (Writing assignments should be about 10 pages and other activities should reflect the same amount of work).

Write your own counselor disclosure and informed consent form. This should not be something you’ve already done for your current practice unless it is a major revision. If so, please see me beforehand to discuss the project.

Observe the expert court testimony of a professional and write a summary and critique – include 1.) a description of the case being heard; 2.) role, behavior and presentation of self or expert witnesses; 3.) role and behavior of the attorneys and 4.) your own thoughts and reactions about the process.

Use a book or movie as the basis for discussing an issue concerning the counselor’s lifestyle of development. Relate that issue to your own life.

Evaluate the appearance of a counselor on a talk show or a popular book written by a counselor based on whatever professional literature exists in the field the person is talking/writing about.

Attend a legislative hearing at which professionals are giving testimony that concerns family policy issues or professional practice issues. Describe the legislation being considered, the viewpoint and the presentation of style of those who testify and then present your own evaluation of their effectiveness.

Review and summarize the recent legal literature on an important ethical issue- duty to warn, privacy/confidentiality, etc.

If you have had some years of practice as a counselor prior to coming to the program, write a “developmental history” of yourself as a counselor. What stages and changes have you gone through? What kinds of things have eased or hindered transitions?

What would you say are the most important basic assumptions that under gird your work?

Finally, I'm willing to negotiate on these assignments. If none of them fits your needs, make me an offer of an alternative that would fit a particular need for you.

Please note: You will give a brief presentation about your "Create Your Own" assignment November 16.

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

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| <i>A</i> | <i>95 – 100 points</i> |
| <i>A-</i> | <i>90 – 94 points</i> |
| <i>B+</i> | <i>86 – 89 points</i> |
| <i>B</i> | <i>82 – 85 points</i> |
| <i>B-</i> | <i>79 – 81 points</i> |
| <i>C</i> | <i>78 points and below</i> |

Honor Code: To provide 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 the council of their peers. In the event 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 .

Meetings with the instructor: I am available before/after class by appointment, by phone, and at other times when arrangements can be made. Please use the contact information provided to reach me.

Attendance: Absent only for illness, students should make every effort to attend all classes.

Readings and Assignments: The first reading is from The Counselor and the Law, the second reading is from ACA Ethical Standards Casebook, and the third reading is from Boundary Issues in Counseling.

PROPOSED CLASS SCHEDULE

| Date | Topic/Learning Experiences | Readings and Assignments |
|-------------|--|--|
| | <i>Professional Identity – Counseling Profession</i> | <i>Ch. 1, Ch. 4, Ch.1</i> |
| | <i>Professional Practice – Counseling Relationship Section A: , Section D:</i> | <i>Ch. 2, p. 57 – 74, Ch.2</i> |
| | <i>Professional Practice – Overview of Law & Ethics</i> | <i>Ch. 3, Ch. 10, Ch.3, Proposal for “Create your own”</i> |
| | <i>Professional Practice – Civil Malpractice Liability</i> | <i>Ch. 4, ..., Ch. 4 Paper on ethical/legal issue</i> |
| | <i>Professional Practice – Confidentiality, HIPAA Section B:</i> | <i>Ch. 5, Ch. 3, Ch. 5</i> |
| | <i>Professional Practice – Duty to Report, Warn, & Protect Section E:</i> | <i>Ch. 6, Ch. 8, Ch. 6 Paper about you as counselor</i> |
| | <i>Agency Visit</i> | |
| | <i>Agency Visit</i> | |

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| | <i>Professional Practice – Professional Boundaries Section F:</i> | <i>Ch. 8, Ch. 7, Ch. 1</i> |
| | <i>Professional Practice – Records & Documentation Section B:</i> | <i>Ch. 9,... Ch.9</i> |
| | <i>Professional Practice – Managing your Practice Section C:</i> | <i>Ch. 10 ..., Ch. 8 “Create your own” paper and presentation</i> |
| | <i>Professional Practice – Put it all together Section H:</i> | <i>Paper on community- based agency visit</i> |
| | <i>Final Exam</i> | <i>Final Exam – open book</i> |

NEVER PRACTICE IN ISOLATION.