GEORGE MASON UNIVERSITY
College of Education and Human Development
Counseling and Development Program
EDCD 654-001: Counseling, Ethics, and Consultation in Community Agencies; Fall 2012

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Office Hours: Email to schedule appointment; Tues 3:30-5:30 and other times by appointment
Class Meeting: Tuesday, 7:20-10:00pm, West 1001
GMU Blackboard Site: https://mymasonportal.gmu.edu

Course Description
This course provides a foundation for engaging in counseling, consultation, and ethical decision making within agency settings. The role of the community agency counselor is examined, with attention to multicultural and social justice perspectives.
Prerequisites: Admission to the GMU Counseling & Development Program; EDCD 603 (or concurrent)

Course Overview
This class will provide an overview of community agency counseling; the role of the counselor in communities; prevention, outreach, systemic issues, and 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.

Student Outcomes
Students in this course are expected to:
1. Gain an understanding of counseling within various community settings and the role of the community agency counselor.
2. Understand the role of prevention, outreach, and advocacy in community agency counseling.
3. Investigate multicultural and social justice counseling concepts within community agency settings.
4. Understand professional issues in community agency counseling programs, including management and supervision.
5. Develop consultation skills that can be applied in community agency counseling settings.
6. Develop the ability to make sound professional decisions based on ethical and legal principles in counseling.

Relationship of Course to Program Goals and Professional Organizations
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 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).

Note: This syllabus is subject to change at the instructor's discretion based on the needs of the class.

George Mason University Policies and Resources for Students
- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301ge.html].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- University Libraries – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].
- Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Professional Dispositions
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 George Mason University Counseling & Development Program has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to these dispositions, which may be found at http://gse.gmu.edu/programs/counseling/resources.

Plagiarism
Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; 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 to this include factual information which can be obtained from a variety of sources, the writer's own insights

or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may 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 and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism."

APA Format
Students in Counseling & Development courses are expected to use APA style (6th ed.) for written papers.

Electronic Devices
Turn off and put away all electronic communication devices during class. Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant deduction in your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

Attendance
In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. **Two or more unexcused absences will result in loss of course credit.** Attendance on the first day of class is required. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

Course Requirements
Each student is expected to: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, (4) participate in discussions and in-class work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

Required Texts
Lewis, J. A., Lewis, M. D., Daniels, J. A., & D'Andrea, M. J. (2011). *Community counseling: Empowerment strategies for a diverse society* (4th ed.). Pacific Grove, CA: Brooks/Cole.
Wheeler, A. M., & Bertram, B. (2012). *The counselor and the law: A guide to legal and ethical practice* (6th ed.). Alexandria, VA: American Counseling Association.

Course Expectations and Assignments
Assignments are to be **submitted in two ways**: (1) Submit an electronic copy prior to the beginning of class on the date due via SafeAssignment on the course Blackboard site, and (2) Bring a paper copy to class on the date due. Late homework assignments will be subject to a penalty of 20% for each day late. Additional assignments and/or assessments may be added at the instructor's discretion.

Ethical Decision Making Group Presentation
You will work with a small group of your classmates to conduct an ethical decision making case study and presentation. Each group will be provided with a case example. You will be expected to identify the ethical dilemma and develop and implement an ethical decision making model. You will integrate relevant ethical codes and laws to develop and support your recommendation. You will share your dilemma, model, and process with the class; you will create a 2-page summary to be handed out to the class. After this discussion, you will carry out a role play showing the implementation of your recommendation. The entire presentation should be 30 minutes.

Agency Consultation Project
You will conduct an agency consultation project consisting of two primary assignments: (a) the community agency interview & presentation, and (b) the consultation proposal & logic model.

Part A. Community Agency Interview & Presentation
For this assignment, you will find an agency that provides counseling services. You might consider a population or counseling issue that you are interested in working with in the future as a counselor, or an agency at which you might want to complete your Practicum/Internship (not your current workplace). You will then gather information about this agency, including conducting an interview with an agency staff member (ideally, a counselor or mental health professional).

Using your interview and other information gathered, summarize the services offered and other relevant information. Also, consider what services are not offered that could be beneficial to the agency's clients and community. Be sure to consider relevant social justice and multicultural issues related to the agency, community, and clients. Using the suggested questions and rubric, present your findings to the class. Fill out the agency information form; upload the form to Bb and turn in a hard copy. Make a copy of your thank you note to the person that you interviewed and submit this in class as well.

Part B. Consultation Proposal & Logic Model
Identify (or imagine) an issue or area of growth for the agency that could positively impact the clients/community served. You should use your interview with the community agency along with your own knowledge and assessment to guide your proposal. Taking on the role of a consultant to the agency, you will study the issue and develop a consultation proposal. The proposal will include background information and proposed consultation procedures, both grounded in relevant literature and practices.

You must adhere to APA (6th ed.) guidelines. At a minimum, you should use 5 references from peer-reviewed journals (preferably counseling journals). Your paper should be approximately 6-7 pages, not including the title page and reference page(s).

To assist in developing the consultation proposal and to complement the paper, you will develop a *logic model*. The logic model will help you align your problem/need with proposed solutions and evaluation measures. You will bring a draft hard copy to class for review and feedback from classmates. You will include the final logic model in the submission of your consultation proposal.

Reading Journal
Prior to each class meeting, you will post a personal journal entry on the assigned reading(s) on the Reading Journal site in Bb. Typically, the journal entries will be a response to the question(s) posed by the instructor on the assigned reading. You are expected to respond to the prompt thoughtfully and thoroughly. We will use these entries as topics for in-class discussions and to ensure reading compression. **Submit your reading journal entry by 6pm on the <u>day before</u> the reading is assigned** (entries are submitted *prior* to the class during which the reading will be discussed).

Participation
Students in Counseling & Development courses are expected to demonstrate a high level of participation consistent with graduate-level education. Students are expected to: be on time and present for the duration of the course; demonstrate engagement (ask questions, share thoughts); be respectful and attentive; and demonstrate preparedness for each course meeting.

<u>Grading</u>

Participation in class discussions and activities	10%
Reading Journal	15%
Community Agency Interview & Presentation	15%
Community Agency Consultation Proposal	30%
Ethical Decision Making Group Presentation	30%

In accordance with the George Mason University Grading Policy, the following grades may be achieved:
A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

Course Schedule

Week	Date	Topic(s)	Reading Due	Assignment Due
1	August 28, 2012	Introduction to community counseling, ethics, & consultation		
2	September 4, 2012	History and foundations of community counseling	LLDD 1 & 2; WB 1; Chapter 35 of Title 54.1 of the Code of Virginia	
3	September 11, 2012	Legal and ethical foundations; Ethical decision-making models; Multicultural/social justice competence	WB 2, 3, & 4; Garcia, Cartwright, Winston, & Borzuchowska (2003); ACA Code of Ethics	Agency Selection (provide name of agency in class)
4	September 18, 2012	Confidentiality & Limits to Confidentiality; Technology	WB 5, 6, & 7; Relevant VA Laws	
5	September 25, 2012	Boundaries; Suicide Assessment	WB 8 & 9; C-SSRS	C-SSRS Completion Certificate (hard copy)
6	October 2, 2012	Ethical Decision Making Group Presentations		Presentations (hard copy of group letter; Bb and hard copy of summary)
	October 9, 2012	No Class – Monday classes meet on Tuesday (per GMU)		
7	October 16, 2012	Ethical Decision Making Group Presentations		Presentations (hard copy of group letter; Bb and hard copy of summary)
8	October 23, 2012	Multicultural/Social Justice Counseling Frameworks	LLDD 3 & 5; LLDD Appendices A, B, & C	
9	October 30, 2012	Community Agency Presentations		Community Agency Presentation (Agency Information Form and Thank You Note copy)
10	November 6, 2012	Consultation; Logic Models	LLDD 11; Kurpius & Fuqua article; Lusky & Hayes article; Logic Model article	
11	November 13, 2012	Outreach, crisis response, and community collaboration	LLDD 4 & 7; Alexander Ch. 4	Logic Model draft (hard copy)
12	November 20, 2012	Social action, advocacy, and policy	LLDD 8, 9 & 10	
13	November 27, 2012	Licensure & Private Practice	WB 9 & 10	
14	December 4, 2012	Wrap up and closing		Consultation Proposal (Bb and hard copy)