

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

EDCD 611: Legal and Ethical Issues in School Counseling
2 credit hours [10 weeks]
Spring 2013

Instructor: Paula L. Rainer, PhD
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Class Location: Fairfax, West 1004
Class Meeting: Wednesdays 7:20P-10:00P

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Course Description

Prerequisite(s): Admission to the CNDV program, and successful completion of EDCD 602: Foundations of Counseling and successful completion of or concurrently enrolled in EDCD 626: Principles and Practices of School Counseling.

This course is designed for counseling students in the school counseling track. It is designed to be taken midway through the curriculum so students should be familiar with basic counseling skills and applications that can be used effectively across a diverse range of ethnic, socioeconomic, geographic, and cultural school communities. Student should also have an understanding of school counseling programs and the developmental needs of children at both the elementary and secondary level.

This course introduces principles, practices, and applications of ethical and legal issues in school counseling, within a multicultural context. The course also addresses requirements for school counseling licensure that candidates understand the legal, ethical, and professional issues and standards of the counseling profession. The primary goal of the course is to help students become more ethical and culturally competent counselors.

Student Outcomes

At successful completion of this course, students should be able to:

1. Demonstrate knowledge of the theory and practice of ethical principles and standards.
2. Describe differences between ethical principles and legal standards.
3. Demonstrate an awareness of the potential ethical dilemmas school counselors face.
4. Demonstrate an understanding of the relationship between personal/cultural values, beliefs and ethical actions as professionals.
5. Demonstrate an understanding of how racism, sexism, ageism, heterosexism, and other forms of stereotyping are ethical issues.
6. Demonstrate a working knowledge of various Codes of Ethics to their daily practice.
7. Demonstrate an ethical decision-making processes.
8. Demonstrate a working knowledge of the laws that pertain to school counseling in the Commonwealth of Virginia.

9. Demonstrate a working knowledge of the child abuse intervention and report laws that pertain to all educators in the Commonwealth of Virginia.
10. Become familiar with effective intervention strategies.
11. Demonstrate an understanding of the legal exceptions to confidentiality and privileged communication.
12. Demonstrate an understanding of the legal requirements and qualifiers for records, technology, and subpoenas.

CACREP Specialty Area Requirements

At the end of this course, students will demonstrate the following CACREP specialty area requirements for school counseling programs.

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

Section SCP.A. An understanding of professional functioning in School Counseling.

ASCA School Counselor Competencies

At the end of this course, students will demonstrate the following ASCA School Counselor Competencies.

- II-B-4. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor.
- II-B-4a. Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors.
- II-B-4b. Understands the legal and ethical nature of working in a pluralistic, multicultural, and technological society.
- II-B-4c. Understands and practices in accordance with school district policy and local, state and federal statutory requirements.
- II-B-4d. Understands the unique legal and ethical nature of working with minor students in a school setting.
- II-B-4e. Advocates responsibly for school board policy, local, state and federal statutory requirements that are in the best interests of students.
- II-B-4f. Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools.
- II-B-4g. Models ethical behavior.
- II-B-4h. Continuously engages in professional development and uses resources to inform and guide ethical and legal work.
- II-B-4i. Practices within the ethical and statutory limits of confidentiality.
- II-B-4j. Continually seeks consultation and supervision to guide legal and ethical decision. making and to recognize and resolve ethical dilemmas.
- II-B-4k. Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well.

Course Materials and Assignments

This course is taught through a combination of lectures, class discussions, small group discussions, group presentation, assigned readings, experiential exercises, research, multi-media presentations, guest speakers, examinations and online learning formats to advance and evaluate students' knowledge and skills.

Required Texts

Stone, C.B. (2009). *School counseling principles: Ethics and law* (2nd ed.). Alexandria, VA: American School Counselor Association. ISBN: 978-1-929289-17-2

Additional readings are available on the course's Blackboard page:

ASCA Position Statements

Recommended Reading (Optional)

American Psychological Association. (2011). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author.

Or

The University of Purdue, online APA formatting and style guide. Retrieved from:
(<http://owl.english.purdue.edu/owl/resource/560/01/>)

Codes of Ethics

American School Counselor Association
<http://asca2.timberlakepublishing.com/files/EthicalStandards2010.pdf>

American Counseling Association
www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx

Counselors for Social Justice
www.counselorsforsocialjustice.com

National Board for Certified Counselors
www.nbcc.org/AssetManagerFiles/ethics/nbcc-codeofethics.pdf

Assignments

Grading on written work will take into account the following factors: quality of written work, knowledge of content area, APA 6th edition 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. Assignments are considered late after 15 minutes of the class session in which they are due. If you are absent, you are

responsible for the information missed in class, including but not limited to assignments, change in due dates, content of discussion and/or lecture, and handouts. All assignments should be uploaded via Blackboard, as well as turned into class via hard copy on the day the assignment is due.

Class Attendance and Participation (10 points)

Due to the limited time class attendance is indispensable. Students are expected to attend all schedule classes and will be assessed by their preparedness for class and involvement in class discussions and activities. It is expected that you will have done the readings prior to the class and are prepared to participate in the class discussions. Online discussions of readings and case studies will be held and students are expected to participate in all online discussions and to post responses in a timely manner. Much of your learning will take place as a result of your interactions and participation in class.

Subsequently, any unexcused absence will result in failing the course (<http://gse.gmu.edu/programs/counseling/resources/>) or lowering of the final grade. Excused absences can only be arranged with instructor on a case by case basis. Students who miss more than (1) class with an excused absence will result in a 1 letter grade deduction per absence. If you must miss a class or arrive late, please call and notify the professor before the class meeting. A rubric will be provided on Blackboard.

Contacting the instructor for absences, late arrivals or early dismissals is a courtesy and does not necessarily mean exemption from attendance and participation responsibility; this means points may be deducted as stated in the syllabus.

Weekly Reading Comments and Questions (20 points)

Prior to each class meeting, students will post a reflection on the reading(s) on the Discussion Board in Blackboard (Bb) (1 comment and 1 question). Postings can include: salient points, reactions, or questions and/or observations based on the assigned readings that could serve as points of discussion for the class. Students are encouraged to comment on their peers posting. These assignments are to be posted on Bb by 4:00 PM the day before class. Students should be prepared to discuss each other's questions/comments. This assignment encourages critical thinking and encourages you to be prepared before class. Each submission will be graded as very good (2.0 points), adequate (1 point), or inadequate/not turned in (0 points). A rubric will be provided on Bb.

Decision Making Model Quizzes -- Examination (40 points)

Students are required to analyze ethical/legal dilemmas by applying a decision making model. In each ethics quiz you will be asked to answer true/false, multiple choice, or short answer essay questions and apply the concepts from the text, lectures and readings to a hypothetical ethical case studies. Decision Making Model Quizzes will be in an open-book and open-note format. Quizzes will be handed out in class or posted on Blackboard 1 week prior to the due date. Answers and responses to the essay questions must be more than a repeat and rewrite of the material contained in each chapter (recommended that you review the plagiarism policy). Students are expected to write responses that also capture their own thoughts and ideas about the content and thrust of each question.

Each quiz is worth a maximum of 20 points. The following evaluation criteria will be applied to cases:

- Understand the application of a decision making
- Understanding of how laws and ethical standards apply to the case
- Accurate interpretation of the facts of the case
- Knowledge of the relevant aspects of research and current standards on the subject
- Capacity to apply standards and material from assigned readings to a specific case
- Convey a logical and linear rationale for your decision

Ethics Case Studies -- Team Presentation (30 points)

Students will be assigned to a team of presenters (second day of class) that will be required to develop an ethics case and lead a discussion about this case that involves an ethical, legal and/or value issue in counseling. Select a topic that is relevant to today's issues that impact students (cyber privacy, cyber bullying, sexual identity, etc). Your team can highlight an issue that emphasizes a particular professional practice area if it so desires. The team is expected to present the case to the class using a prominent ethical decision making model, lead a class discussion of the issues involved, analyze at least two alternative responses, and provide your preferred response with your justification. Finally, provide your insight about the long-term implications for school counselors and multicultural considerations. You might consider making the presentation interactive (if time allows). Finally, your team will provide a brief written analysis (2 - 3 pages) of the strengths and weaknesses of the model and the issues you would wish to consider in using it as a school counselor. Students will post their presentations, any handouts and written analysis on the strengths and weaknesses of the model on Blackboard prior to the start of class. A rubric will be provided on Blackboard.

Course Requirements and Evaluation

Assignments	Points	Due Dates
Class Attendance and Participation	10	Evaluation throughout the semester
Weekly Reading Comments and Questions	20	Evaluation throughout the semester
Decision Making Model Quizzes	40	
Ethics Case- Team Presentation	30	
Total Points Possible	100	

Grades

George Mason University policies prohibit instructors from issuing a grade of A+. The following grading scale will be used for this course:

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

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

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 (Optional Resource) – 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 (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

C&D Program Professional Performance Criteria (Effective February 25, 2003)

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 the Counseling & Development program's homepage:

<http://gse.gmu.edu/programs/counseling/resources>

Plagiarism

The following two paragraphs are taken directly from GMU's website addressing plagiarism. Read them carefully to ensure thorough understanding of this issue. **NOTE:** Any form of plagiarism could be justification for dismissal from the Counseling & Development program. The full GMU Plagiarism Policy can be found at <http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>

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](#))

Attendance

Students are expected to attend class, arrive on time and stay for the entire class period. Students with one or more unexcused absence will fail a class. Excused absences can only be arranged with instructor on a case by case basis. Finally, lateness to class can count towards someone's absence and/or participation grade.

Use of Technology

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 and meet with the instructor to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant reduction in your participation grade.

EDCD 611 – Tentative Class Schedule

Week	Date	Topic(s)	Reading(s) Due	Assignment(s) Due
1	January 23, 2013	Topic: Orientation & Introductions Legal and Ethical Issues in School Counseling	Stone: Chapter 1	
2	January 30, 2013	Topic: Professionalism & Negligence	Stone: Chapter 2 & Chapter 4 Week 2: Article Readings	Bring: ASCA & ACA code of ethics
3	February 6, 2013	Topic: The Ethics of Advocacy— Implications for Special Populations-- Homeless Students, “Undocumented” Student	Stone: Chapter 12 CSJ Code of Ethics Week 3: Article Readings	Bring: CSJ code of ethics ASCA Position Paper on Homelessness
4	February 13, 2013	Topic: Family Education Rights & Obligations to the Courts	Stone: Chapter 3 & 5 Week 4: Article Readings	
5	February 20, 2013	Topic: Individual and Group Counseling and Classroom Guidance & Child Abuse	Stone: Chapter 7 & 6 Week 5: Article Readings	Ethics Quiz # 1 ASCA Position Statement on Child Abuse
6	February 27, 2013	<i>Ethical Decision Making Model Presentations</i>		<i>Team - Ethical Decision Making Model Presentations</i>
7	March 6, 2013	Special Topic: Gay, Lesbian, Bisexual and Transgender Students Suicide Prevention	Stone: Chapter 11 Week 7: Article Readings	ASCA Position Statement on LGBTQ
	March 13, 2013	Spring Break		

8	March 20, 2013	Special Topic: Bullying, Violence, and Criminal Activity Crisis Intervention	Stone: Chapter 10 Week 8: Article Readings	ASCA Position Statement on Bullying
9	March 27, 2013	Special Topic: Sexual Active Students & Sexual Harassment	Stone: Chapters 8 & 9 Week 9: Article Readings	ASCA Position Statement on Gender Equity
10	April 3, 2013			<i>Ethics Quiz #2</i>

Notes:

Course Agenda is subject to change at the discretion of the professor based on the unique characteristics of the class and course content.