

George Mason University
College of Education and Human Development
Counseling and Development

ECED 654 (001) - Counseling, Ethics, and Consultation in Community Agencies
3 Credits, Fall 2016
Wednesdays, 7:20 – 10:00 pm
Robinson Hall Room A106

Faculty

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Prerequisites/Corequisites

Admission to CNDV program and EDCD 603 (or concurrent)

University Catalog Course Description

Provides a foundation for engaging in counseling, consultation, and ethical decision making within agency settings. Examines the role of the community agency counselor, with attention to multicultural and social justice perspectives.

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.

Course Delivery Method

This course will be delivered using a lecture format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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.

Professional Standards (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 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).

Required Texts

Lewis, J. A., Lewis, M. D., Daniels, J. A., & D'Andrea, M. J. (2011). *Community counseling: A multicultural-social justice perspective* (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 Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

Reading Reflection Assignments

Reading reflections are due on Blackboard prior to the start of class. Reflections submitted in Blackboard after the start of class and prior to the end of the day will receive half credit. See attached class schedule for reading assignments. Max of 500 words per reflection. Each Reading Reflection is intended to provide you with a starting point for class discussion and ensure the highest level of class participation. For each reading reflection you are required to answer the following questions: (1) What are the main points of this reading? (2) Was anything unclear or confusing to you? (3) What was new to you, and did it change the way you think about an issue or topic? (4) Give at least one specific example of an aspect or experience in your personal life that is related to the reading. (5) What did you learn from this reading about working in the field of counseling?

Please bring a copy of your reflection to class for group discussion. Additional assignments 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 prepare a presentation to the class. Each group will function as an ethics committee and be called upon to provide an ethical consultation. Each group will identify the ethical dilemma(s), and develop recommendations based on available resources, including

relevant ethical codes and laws. In addition to the group report, you will submit a hard copy of your individual notes at the end of the class.

Community Agency Interview and Presentation report is due in Blackboard prior to the start of class. Agency Interview and Presentation submitted in Blackboard after the start of class and prior to the end of the day will receive half credit.

Community Agency Consultation Proposal is due in Blackboard prior to the start of class. Agency Consultation Proposals submitted in Blackboard after the start of class and prior to the end of the day will receive half credit.

Agency Consultation Project

You will conduct an agency consultation project consisting of two assignments: (a) the community agency interview & presentation, and (b) the community agency consultation proposal, using the 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 information from class lectures, discussion, readings, and responses to your interview questions, 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 (Attachment E on Bb), 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. See the grading rubric attached to this syllabus that specifies all the requirements for this assignment.

Part B. Community Agency Consultation Proposal

Based on your interview data, identify an issue or area of growth for the agency that could positively impact the clients/community served. Taking on the role of a consultant to the agency, develop a proposal for agency improvement that follows the logic model (Attachment F on Bb). The proposal must be grounded in relevant counseling literature and practices. See the grading rubric attached to this syllabus that specifies all the requirements for this assignment.

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 the class and include the final logic model in the submission of your consultation proposal.

- **Other Requirements**

- **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.

- **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.

- **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.**

- **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 (as questions, share thoughts); be respectful and attentive; and demonstrate preparedness for each class meeting.

- **APA Format:**

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

- **Course Performance Evaluation Weighting**

Participation in class discussions and activities	10%
Reading Reflections	10%
Community Agency Interview & Presentation	30%
Community Agency Consultation Proposal	30%
Ethical Decision Making Group Presentation	20%

- **Grading Policies**

- A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86 B- = 80-82 C = 70-79 F = < 70

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed

at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- 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/>).

- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Class	Date	Topic(s)	Reading Due	Assignment Due
1	August 31, 2016	Introduction to community counseling, ethics, & consultation; why counseling as a profession?		Discussion why counseling as a profession?
2	September 7, 2016	History and foundations of community counseling	LLDD 1 & 2; WB 1; Chapter 35 of Title 54.1 of the Code of Virginia	Hard copy of reading reflection.
3	September 14, 2016	Legal and ethical foundations; Agency Selection for Interview and Presentation	WB 2, 3, & 4; ACA Code of Ethics, APA Code of Ethics, Handout A on Bb	Hard copy of reading reflection. Hard copy of Agency Selected for interview Attachment E Agency Interview Form on Bb
4	September 21, 2016	Code of Virginia: Chapter 115, Rules and Regulations to Assure the Rights of Individuals Receiving Services from Providers Licensed, Funded or Operated by the Department of Behavioral Health and Developmental Services (October 8, 2014)	Download Chapter 115 from Virginia's DBHDS Web page Attachment C on Bb	Hard copy of reading reflection.
5	September 28, 2016	Confidentiality and the duty to protect	WB 5, 6, & 7; Relevant VA Laws; Attachment B on Bb.	Hard copy of reading reflection.
6	October 5, 2016	Requests for consultations: for example boundaries, social media, other	WB 8 & 9; Handouts of case studies	Small group assignments. Hard copy of reading reflection.
7	October 12, 2016	Setting the Context: ethical prioritization and allocation of scarce resources	Attachment D on Bb	
8	October 19, 2016	Ethical decision making group presentation		Hard copy of group report and summary
9	October 26, 2016	Agency interviews & presentations	5-7 minutes @ student	Hard copy of completed Agency Interview. Hard copy of thank you note. Both on Bb.

10	November 2, 2016	Discussion of Agency Constlation Proposal using Logic Model	LLDD 11, Logic Model Article Attachment F on Bb	Hard copy of reading reflection.
11	November 9, 2016	Multicultural/Social Justice Counseling Frameworks, advocacy	LLDD 3 & 5; LLDD 8,9,10, Appendices A, B, & C;	Hard copy of reading reflection.
12	November 16, 2016	Discussion of Draft Agency Consultation proposals		Draft consultations
13	November 30, 2016	Outreach, crisis response, and community collaboration	LLDD 4 & 7;	Hard copy of Consultation Proposal and on Bb.
14	December 7, 2016	Policy discussion; regulations & procedures. Last class.	Sample Ethics Committee Report Bp Attachment G & on line Commonwealth of VA House Document # 77, HJR 240 1998 Future Delivery Publically Funded MH, MR, SA Services	Hard copy of reading reflection.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assessment Rubric(s)

Performance Based Assignment:
Community Agency Interview & Presentation Rubric

This assignment is worth 30% of the total course grade.

Upload your agency information form to Bb in a Word file and submit a hard copy in class. Make a copy of your thank you note and submit this in class as well.

Grading Rubric:

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]

An "A" assignment is one in which:

• Agency information sheet is filled out thoroughly and completely.	
• Copy of a thank you note to the person you interviewed is provided.	
• Write up and discussion demonstrate a thorough and thoughtful interview.	
• Write up and discussion include assessment of the agency's services using the community counseling model (LLDD).	
• Write up and discussion include reflection on and analysis of the agency.	
• Write up and discussion include attention to multicultural and social justice issues.	

Total grade of out 100:

Performance Based Assignment:
Community Agency Consultation Proposal Rubric

This assignment is worth 30% of the total course grade.

Upload your agency information form to Bb in a Word file and submit a hard copy in class. Make a copy of your thank you note and submit this in class as well.

Grading Rubric:

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]

An "A" paper is one in which:

• The paper is clear, well written, and well organized. Complies with the six page maximum requirement.	
• Adheres to APA (6th Ed) format.	
• Includes at least three references from peer-reviewed journals.	
• Identifies a specific problem that will be addressed in the consultation proposal.	
• Provides relevant background information about the identified problem and the impact of the problem on the agency.	
• Uses the Logic Model to propose a solution that includes the strategies, activities, and outcomes.	
• Addresses how the consultant will terminate and exit from the consultation project.	

Total grade of out 100: