

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

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Office Hours: Email to schedule appointment; Tues 4:30-6:30 and other times by appointment  
Class Meeting: Tuesday, 7:20-10:00pm, West 1001  
GMU Blackboard Site: <https://mymasonportal.gmu.edu>

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### Course Description

This course 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.

*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, advocacy in community agency counseling.
3. To investigate multicultural and social justice counseling concepts within community agency settings.
4. Understand the role of supervision and management in community agency counseling programs.
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.
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## 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 (6<sup>th</sup> 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. (2008). *The counselor and the law: A guide to legal and ethical practice* (5<sup>th</sup> ed.). Alexandria, VA: American Counseling Association.

### Course Expectations and Assignments

All assignments are to be submitted prior to the beginning of class on the date due via SafeAssignment on the course Blackboard site. Paper copies will not be accepted unless otherwise specified. 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.

### *Community Agency 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. Present your findings to the class. You will submit an agency information form to the Bb discussion site and turn in a hard copy of your thank you note to the person that you interviewed.

### *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 (6<sup>th</sup> 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, 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 hard copy to class for review and feedback from classmates.

### *Professional Development Presentation*

Select a topic of interest to you to share with the class in a short presentation and discussion. The topic can be an educational or counseling resource, current event, legal/ethical issue, or anything else that can assist in developing your knowledge and skills as a future community agency counselor. The topic should reflect the C&D mission, with attention to social justice and multicultural issues in counseling. Plan to share information about the topic and facilitate discussion with your classmates for about 15 minutes. Write a one-page summary about your topic; upload to the Bb Discussion site to share with your classmates.

### *Weekly Reading Takeaways*

Prior to each class meeting, you will post reflections on the reading(s) on the Discussion site in Bb. You should submit at least two postings each week. Postings can include: salient points from the readings, questions about the readings, and topics for discussion based on the readings. You can integrate readings and information from other classes and sources, and also respond to your classmates' postings. You will be assigned to a small group for this assignment and will rotate leading the weekly discussion. We will also use these postings as topics for in-class discussions and the leaders will help facilitate bringing salient points from the discussion into the larger class discussion.

### *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.

### Grading

Participation in class discussions and activities	15%
Community Agency Presentation	20%
Logic Model for Consultation Proposal	5%
Community Consultation Proposal	30%
Professional Development Presentation	15%
Reading Takeaways	15%

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

<b>Week</b>	<b>Date</b>	<b>Topic(s)</b>	<b>Reading Due</b>	<b>Assignment Due</b>
1	January 24, 2012	Introduction		
2	January 31, 2012	History and foundations of community counseling	LLDD 1 & 2; WB 1	
3	February 7, 2012	Legal and ethical foundations	WB 2, 3, & 4; Chapter 35 of Title 54.1 of the Code of Virginia	Agency Selection (provide name of agency in class)
4	February 14, 2012	Ethical decision-making models and multicultural/social justice competence	Forester-Miller & Davis (1996); Garcia, Cartwright, Winston, & Borzuchowska (2003); ACA Code of Ethics	
5	February 21, 2012	Confidentiality and Limits to Confidentiality	WB 5, 6, & 7; Relevant VA Laws; C-SSRS	C-SSRS Completion Certificate (hard copy)
6	February 28, 2012	Boundaries; Multicultural/Social Justice Counseling Frameworks	WB 8; LLDD 3 & 5	
7	March 6, 2012	No Class – Individual Student Conference: Scheduled with Dr. Goodman in advance		Self-evaluation (bring to meeting)
	<b>March 13, 2012</b>	<b>Spring Break – No Class</b>		
8	March 20, 2012	Consultation	LLDD 11; Consultation Article to be assigned	
9	March 27, 2012	Community Agency Presentations		Community Agency Presentation (Agency Information Form on Bb and Copy of Thank You Note in class)
10	April 3, 2012	Outreach, crisis response, and community collaboration; Developing the consultation proposal	LLDD 4 & 7	
11	April 10, 2012	Client advocacy and social action <i>Speaker</i>	LLDD 8	
12	April 17, 2012	Social action, advocacy, and policy	LLDD 9 & 10	Logic Model (hard copy)
13	April 24, 2012	Licensure & Private Practice <i>Speaker</i>	WB 9 & 10	
14	May 1, 2012	Wrap up and closing		Consultation Proposal (Bb and hard copy)