



College of Education and Human Development

Counseling & Development  
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<http://gse.gmu.edu/counseling/>

**EDCD 654.001: Counseling, Ethics, and Consultation in Community Agencies (3:3:0)**

**Fall 2015**

**Tuesday 7:20 pm - 10:00 pm**

**Aquia 219**

**PROFESSOR:**

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Office hours: By Appointment Tuesdays & Wednesdays (typically 6:30-7:00 pm)

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**COURSE DESCRIPTION**

**A. Prerequisites/Corequisites**

Admission to the GMU Counseling & Development Program; EDCD 603 (or concurrent)

**B. 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.

**C. Expanded Course Description**

This class will provide an overview of community agency counseling; roles of a counselor in community settings; appreciation of multicultural issues in community counseling; understanding service delivery programs and systemic issues; appreciation of providing consultation in community agencies; advocacy and social change. This course is designed to prepare students for a range of legal, ethical, and professional practice issues they are likely to encounter as a counselor.

**COURSE DELIVERY METHOD**

This course is taught using readings, lectures, class discussions, and a group consultation project.

Attendance and participation in all classes are required. Attending the first night of class is mandatory. Students are required to be on time at the beginning of each class and to remain present until the class is dismissed by the professor. No early departures are permitted. Grades are in part determined by quality of one's class participation.

Students are required to sign in to each class; the sign in sheet is collected at the time the class begins. Lateness to class will factor into a student's grade for attendance/participation. If a student misses more than 1 class without an acceptable reason and documentation (e.g., religious holiday, family emergency, illness with a doctor's note), he or she will not receive a passing grade for the course.

Students should be prepared to reflect on their own life experiences as they relate to topics of discussion with the class and group process.

Use of cell phones, pagers, and other communicative devices are not permitted during class time.

## **COURSE OBJECTIVES/LEARNER OUTCOMES**

This course is designed to enable students to:

- Gain an understanding of counseling within various community settings and the role of a counselor in community agencies.
- Investigate multicultural and social justice counseling concepts within community agency settings.
- Understand community service delivery programs, systemic and ecological issues, and the role of a counselor in advocacy and social change.
- Understand professional issues in community counseling agencies, including issues related to administrative management and clinical supervision.
- Develop consultation skills that can be applied in community agency counseling settings.
- Develop an ability to make sound professional decisions based on ethical and legal principles in counseling.

## **PROFESSIONAL STANDARDS**

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); Section II e. (An understanding of counseling and the consultation process).

## **REQUIRED TEXTBOOKS AND READINGS**

1. 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. [LLD&D]
2. Wheeler, A. M., & Bertram, B. (2015). *The counselor and the law: A guide to legal and ethical practice* (7th ed.). Alexandria, VA: American Counseling Association. [W&B]
3. American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author. [ACA]
4. Additional readings will be assigned and posted on Blackboard. See syllabus for details.

## **COURSE ASSIGNMENTS AND EXAMINATIONS**

### **A. Class Participation (20% of total grade)**

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. Be prepared to reflect on your own life experiences as they relate to topics of discussion with the class and group process.

\*\* To facilitate class discussion, each week you will bring to class a written reflection that includes two components: (1) something you learned from the readings, perhaps something that piqued your interest or added to your understanding in a new way, and (2) a question you have or something that you're curious about, perhaps something that you were left wondering about after the readings or something that generated an interest that you'd like to explore further. This can be informal and does not need to be in APA format; the primary purpose is to focus your thinking, as well as generate reflection and ideas for discussion in class, which may be student-led.

### **B. Community Agency Interview & Presentation (20% of total grade)**

For this assignment, you will find an agency (not your current workplace; not a private practice) 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 (preferably a Licensed Professional Counselor or other licensed 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. You will present your findings in class within a small group (about 5-10 minutes per person) and receive feedback from peers. Complete an agency information summary (2-3 page); upload to Black Board (Bb) and turn in a hard copy. Complete a 'thank you' note and send to the person who you interviewed at the agency and turn in a hard copy.

### **C. Community Agency Consultation Proposal & Logic Model (30% of total grade)**

Identify an issue or area of growth for the agency that could positively impact the clients/ community served. 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) in support of your analysis and proposal. Your paper should be approximately 5-6 pages, not including the title page, reference page(s), and appendices (logic model, agency information sheet, and thank you note).

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.

### **D. Ethical Decision Making Group Case Study Presentation (30% of total grade)**

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 summary sheet (about 2-3 pages), hand out copies to the class, and upload the form to Bb. Your group presentation should be 20-25 minutes; and you will submit your signed group contribution letter.

### **GRADING**

A) Participation in class discussions and activities	20%
B) Community Agency Interview & Presentation	20%
C) Community Agency Consultation Proposal	30%
D) Ethical Decision Making Group Case Study 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 EXPECTATIONS**

APA Format: Students in Counseling & Development courses are expected to use APA style (6<sup>th</sup> ed.) for written papers unless otherwise noted. Errors in grammar, writing, and APA style impact grades.

#### Electronic Devices

**Turn off all audible, visual and tactile notification systems and put away all electronic communication devices during class.** Cell phones, pagers, and other communicative devices are not allowed in this class. Laptops or tablets are permitted for the purpose of taking notes only. Audio or video recording of the class is not permitted. Engaging in activities not related to the course (e.g. internet connection, email, chat, text, gaming, etc.) will result in a significant deduction in your participation grade; and on second offense will result in a failing grade.

### 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. **More than one un-excused absence 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. Note: if any absence interferes with full participation in either the ethical decision-making presentation or the community agency presentation then it will result in deduction in related components of grading.

### 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, (6) submit/access documents via Blackboard.

### Assignments

Unless otherwise noted, assignments for the course 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 course 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.

### 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."

## **GMU POLICIES AND RESOURCES FOR STUDENTS**

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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/>].

## **PROFESSIONAL DISPOSITIONS**

The American Counseling Association (ACA 2014) 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 the dispositions found on the Counseling & Development page at: <http://gse.gmu.edu/counseling/policies-resources/>

## **CORE VALUES COMMITMENT**

The College of Education & 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/>.

**For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.**

**EDCD 654: Counseling, Ethics, and Consultation in Community Agencies**  
**TENTATIVE COURSE SCHEDULE**

<b><u>CLASS</u></b>	<b><u>DATE</u></b>	<b><u>TOPIC</u></b> <i>(In-Class Activities in Italics)</i>	<b><u>Readings Due</u></b>	<b><u>Assignments Due</u></b>
1	9/1/15	Introductions; Review of Syllabus; Context for Counseling, Ethics & Consultation	<b>LLD&amp;D</b> Ch 1 & 2; <b>W&amp;B</b> Ch 1; <b>ACA Preamble &amp; Purpose</b>	
2	9/8/15	History & Foundations of Community Counseling; Role of Community Counselor; <i>(Group Formation for Case Study)</i>	<b>LLD&amp;D</b> Ch 3; <b>W&amp;B</b> Ch 2 & 3; <i>Ch 35 Title 54.1 Code of Virginia – Professional Counseling</i>	
3	9/15/15	Legal & Ethical Foundations; Ethical Decision Making Models; Multicultural/Social Justice Competence	<b>W&amp;B</b> Ch 2, 3, & 4; Garcia, Cartwright, Winston, & Borzuchowska – <i>Transcultural Integrative Model</i> ; <b>ACA §A</b>	Agency Selection (You Declare Agency Chosen By You)
4	9/22/15	Consent; Confidentiality; Records; Boundaries; Technology	<b>W&amp;B</b> 5, 6, 7, & 10; Jaffee v Redmond 95-266 SCOTUS; Freeburg & McCaughan – <i>HIPAA for Dummies</i> ; <b>ACA § B, C, D, E, H</b> ; Legal Requirements to Report Child Abuse & Adult Abuse	
5	9/29/15	Suicide & Self-Harm; Assessment <i>(Risk Assessment; Safety Agreement)</i>	<b>W&amp;B</b> 8 & 9; <i>Code of Virginia §37.2-800-847 – Detention of Mentally Ill</i>	C-SSRS (Online Training) & Certificate of Completion (hard copy)
6	10/6/15	Ethical Decision Making; <i>(Case Study Group Presentations to Class)</i>	<b>ACA § F, G, I</b> ; Summary of VA Board of Counseling Judgments 2014-15	Group Case Study Summary & Group Presentation
7	10/13/15	No class; Columbus Day 10/12/15 & GMU Monday classes are held today; Tuesday classes are cancelled.		
8	10/20/15	Ethical Decision Making; <i>(Case Study Group Presentations to Class)</i>	<b>W&amp;B</b> 12	Group Case Study Summary & Group Presentation
9	10/27/15	Multicultural & Social Justice Issues in Counseling / Frameworks <i>(9500 Liberty DVD)</i>	<b>LLD&amp;D</b> 5 & 6; <b>LLD&amp;D</b> Appendices A, B, & C <i>Kenneth Hardy Interview on Diversity, Social Justice, and Psychotherapy. (June 2008) Psychotherapy.net</i>	
10	11/3/15	Issues in Community Agencies <i>(Community Agency Presentations to Small Groups)</i>		Agency Presentation; Information Summary; Thank You Note; (hard copy & Bb submission)
11	11/10/15	Consultation; Logic models	<b>LLD&amp;D</b> 11; Kurpius & Fuqua – <i>Defining Consultation</i> ; Lusky & Hayes – <i>Collaborative Consultation</i> ; McKauley – <i>The Logic Model</i>	
12	11/17/15	Outreach; Community Collaboration	<b>LLD&amp;D</b> 4 & 7; Alexander – <i>The New Jim Crow</i> Ch. 4	Logic Model Draft (hard copy)
13	11/24/15	Licensure; Private Practice	<b>WB</b> 11	
14	12/1/15	Social Action, Advocacy & Policy	<b>LLD&amp;D</b> 8, 9 & 10	
15	12/8/15	Class Synthesis; Summary & Evaluation		Consultation Proposal (hard copy & Bb)

**EDCD 654 Counseling, Ethics, and Consultation in Community Agencies**  
**Consultation Paper Rubric – 30% of total course grade**

In accordance with 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]

<b>Criteria</b>	<b>Exceeds Requirements A (100-97)</b>	<b>Meets Requirements A- to B+ (96-91)</b>	<b>Needs Improvement B &amp; below (&lt; 91)</b>
Writing Style/Mechanics (15/100 points)	<ul style="list-style-type: none"> <li>*Rare or minimal spelling or grammatical errors.</li> <li>*Clarity of expression.</li> <li>*Paper organization, paragraphs &amp; sentence structures include clear subject, object, attributes, &amp; logic.</li> <li>*Citation &amp; references integrated &amp; used appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>*Few spelling or grammatical errors.</li> <li>*Paper lacks some clarity of expression.</li> <li>*Paper has some organizational &amp; structural errors.</li> <li>*Minimal errors related to citations &amp; references.</li> </ul>	<ul style="list-style-type: none"> <li>*Multiple spelling or grammatical errors.</li> <li>*Paper lacks sufficient clarity.</li> <li>*Paper has multiple organizational &amp; structural errors.</li> <li>*Lacks or inappropriately uses citations &amp; references.</li> </ul>
Appended Agency Information Summary (10/100 points)	<ul style="list-style-type: none"> <li>*Thoroughly reflects data about agency: mission, funding, organization, services &amp; programs, staff, community, clientele, quality systems.</li> </ul>	<ul style="list-style-type: none"> <li>*Generally reflects data about agency.</li> </ul>	<ul style="list-style-type: none"> <li>*Limited data or omissions of information about agency.</li> </ul>
Appended Thank You Note to Interviewee (10/100 points)	<ul style="list-style-type: none"> <li>*Professional communication.</li> <li>*Information provided to interviewee clearly identifies purpose &amp; establishes informed consent.</li> <li>*Appropriately acknowledges contribution of interviewee &amp; organization.</li> </ul>	<ul style="list-style-type: none"> <li>*Communication is generally adequate for purpose.</li> <li>*Information provided generally identifies purpose &amp; establishes informed consent.</li> <li>*Acknowledges contribution of interviewee &amp; organization.</li> </ul>	<ul style="list-style-type: none"> <li>*Communication style needs improved formality or style.</li> <li>* Information provided to interviewee provides limited information &amp; consent.</li> <li>*Some acknowledgement of interviewee &amp; organization.</li> </ul>
Appended Logic Model (10/100 points)	<ul style="list-style-type: none"> <li>*Theoretical explanation of change addresses a framework of ideas about individuals, groups, systems, &amp; processes.</li> <li>*Clear statement of problem &amp; focus upon what needs to be done.</li> <li>*Explanation of causality of problem in agency integrates theory, internal &amp; external influences.</li> <li>*Intervention strategies are clear &amp; include process for buy-in of key stakeholders, &amp; evaluation.</li> <li>*Outcomes are measurable &amp; related to change in problem/situation.</li> </ul>	<ul style="list-style-type: none"> <li>*Theoretical explanation of change accounts for most important elements.</li> <li>*Problem tends to focus on what is being done.</li> <li>*Explanation of causality may have limited links between theory, internal &amp; external influences.</li> <li>*Intervention strategies &amp; processes may have limited scope.</li> <li>*Outcomes may be somewhat 'fuzzy'.</li> </ul>	<ul style="list-style-type: none"> <li>*Theoretical explanation of change involves few dimensions or is not clear.</li> <li>*Problem is not clearly described or not measurable.</li> <li>*Explanation of causality is unidimensional or difficult to follow.</li> <li>*Intervention strategies are difficult to follow or may not adequately address evaluation.</li> <li>*Outcomes poorly stated or relevance to problem tenuous.</li> </ul>
Analysis & Presentation of Needs (25/100 points)	<ul style="list-style-type: none"> <li>*Summarizes services offered &amp; other relevant information.</li> <li>*Succinctly &amp; accurately reviews results of formal &amp; informal assessment.</li> <li>*Applies community counseling model in assessment of services.</li> <li>*Identifies agency areas of strength, growth &amp; risk.</li> <li>*Considers relevant social justice &amp; multicultural issues.</li> <li>*Supports analysis with theory &amp; literature.</li> </ul>	<ul style="list-style-type: none"> <li>*Partially reviews services &amp; information.</li> <li>*Partially reviews results of assessments.</li> <li>*Community counseling model generally applied.</li> <li>*Some agency areas of strength, growth &amp; risk identified.</li> <li>*Some connections made with social justice &amp; multicultural issues.</li> <li>*Some application of theory &amp; literature.</li> </ul>	<ul style="list-style-type: none"> <li>*Significant aspects of context are left out.</li> <li>*Insufficient or inaccurate assessment information.</li> <li>*Strained application of community counseling model.</li> <li>*Limited areas of strength, growth &amp; risk identified.</li> <li>*Cursory consideration of social justice or multicultural issues.</li> <li>*Limited connection of analysis with theory &amp; literature.</li> </ul>
Proposed Consultation Solutions (30/100 points)	<ul style="list-style-type: none"> <li>*Integrates data from all sources.</li> <li>*Reflective &amp; critical understanding of issues.</li> <li>*Applies logic model well.</li> <li>*Clearly conceptualizes &amp; appropriately frames needs.</li> <li>*Aligns needs with proposed solutions.</li> <li>*Identifies required consultation resources, process, methods, interventions, time frames, outcomes, evaluation, &amp; termination.</li> </ul>	<ul style="list-style-type: none"> <li>*Integrates some but not all data.</li> <li>*Shows awareness &amp; understanding of some issues &amp; influences.</li> <li>*Applies logic model.</li> <li>*Partially conceptualizes &amp; frames needs.</li> <li>*Solutions generally address needs.</li> <li>*Partially identifies required r, p, m, i, t-f, o, e, &amp; t.</li> </ul>	<ul style="list-style-type: none"> <li>*Key data not considered.</li> <li>*Some awareness, though some misunderstanding of issues &amp; influences.</li> <li>*Logic model application has some discrepancy.</li> <li>*Limited conceptualization &amp; framing of needs.</li> <li>*Solutions appear somewhat apart from needs.</li> <li>* Inadequately addresses required r, p, m, i, t-f, o, e, &amp; t.</li> </ul>

## **EDCD 654 Counseling, Ethics, and Consultation in Community Agencies**

### **Ethical Decision Making Group Case Study Presentation Rubric – 30% of total course grade**

In accordance with 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]

Membership in a group leads to acquisition of a grade earned by the group. Grades are typically awarded in relationship to how well the group's presentation to class and handout:

- Describes the ethical dilemma.
- Provides a model for ethical decision making that is robust, thorough, and aligned with the counseling and development mission.
- Applies an ethical decision making model to the dilemma (including describing the process of assessment).
- Cites the specific content reviewed for each step in the model.
- Demonstrates an understanding of relevant laws and ethical codes and their application.
- Includes multicultural and social justice perspectives.
- Provides the class with a presentation and summary that is applicable in future counseling practice.
- Uses references to support and inform the presentation components.
- Reflects contributions by each individual group member and equal participation in all aspects of the group project.

### **Community Agency Information Summary Rubric – 20% of total course grade**

In accordance with 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]

Grades are awarded in relationship to the agency summary and its presentation in class, and the 'thank you' note.

- Agency summary thoroughly reflects data about agency (as outlined in guide).
- Quality of 'thank you' note.
- Assessment of agency's services in relationship to community counseling model.
- Consideration of relevant social justice and multicultural issues related to agency, clients and community.
- Relevant observations and reflections based upon agency visit and interview.
- Presentation to small group and openness to feedback.