

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

EDCD 654.001 - Counseling, Ethics, and Consultation in Community Agencies
3 Credits Fall 2018

Tuesdays, 7:20 – 10:00 PM - Peterson Hall Room 1109 - Fairfax

Faculty

Name: Karen R. Kaiser, Ph.D., NCC, LPC, LSATP
Office Hours: Wednesdays, 3:00PM – 4:00PM, and by appointment.
Office Location: Krug Hall Suite 202
Office Phone:
Email address:

Prerequisites/Corequisites

Admission to CNDV program and EDCE 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 1. (Professional Counseling Orientation and Ethical Practice), Section 2. (Social and Cultural Diversity), Section 5. (Counseling and Helping Relationships), Section 6. (Group Counseling and Group Work), Section 7. (Assessment and Testing), and Section 8. (Research and Program Evaluation).

Required Reading

- 1) Corey, G., Corey, M., & Corey, C. (2018). Issues and Ethics in the Helping Professions (10th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.
- 2) 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.
- 3) American Counseling Association. (2014). Code of ethics. Alexandria, VA: Author.
- 4) Forrester-Miller, H. & Moody, E.E., Jr. (2016). Practitioner’s guide to ethical decision making (Rev. ed.). Retrieved from <http://www.counseling.org/docs.default-source/ethics/practitioner’s-guide-to-ethical-decision-making.pdf>.
- 5) Savaya, R. & Waysman, M. (2005). The Logic Model, Administration in Social Work, 29(2), 85-103.

CACREP Correlation Chart for Issues and Ethics in the Helping Professions (10th ed.).

Learning Objective #	Learning Objective Description	CACREP Standard
LO1-1	Identify common themes of ethics codes.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
LO1-2	Understand the limitations of codes of ethics.	
LO1-3	Describe three objectives fulfilled by codes of ethics.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
LO1-4	Explain the difference between law and ethics.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
LO1-5	Differentiate between aspirational ethics and mandatory ethics.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

LO1-6	Compare principle ethics and virtue ethics.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
LO1-7	Apply the six moral principles to ethical dilemmas.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 5a: Theories and models of counseling. 8j: Analysis and use of data in counseling.
LO1-8	Recognize the steps in working through an ethical dilemma.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 1k: Strategies for personal and professional self-evaluation and implications for practice. 2c: Multicultural counseling competencies
LO1-9	Assess your attitudes and beliefs pertaining to a range of ethical and professional issues addressed in this book.	1c: Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams. 1e: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. 1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 1k: Strategies for personal and professional self-evaluation and implications for practice. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO2-1	Appreciate the role of counselor self-awareness in ethical practice.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 1l: Self-care strategies appropriate to the counselor role. 1m: The role of counseling supervision in the profession. 5f: Counselor characteristics and behaviors that influence the counseling process. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO2-2	Provide a rationale for the importance of personal therapy for counselors.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 1l: Self-care strategies appropriate to the counselor role. 1m: The role of counseling supervision in the profession.
LO2-3	Clarify how countertransference can be an ethical concern.	1k: Strategies for personal and professional self-evaluation and implications for practice. 5a: Theories and models of counseling. 5f: Counselor characteristics and behaviors that influence the counseling process. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO2-4	View client dependence as a potential ethical problem.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of

		ethical and legal considerations in professional counseling. 5f: Counselor characteristics and behaviors that influence the counseling process. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO2-5	Describe the main sources of stress that counselors must address.	1k: Strategies for personal and professional self-evaluation and implications for practice. 1l: Self-care strategies appropriate to the counselor role.
LO2-6	Understand how stress can lead to therapist impairment.	1e: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. 1l: Self-care strategies appropriate to the counselor role.
LO2-7	Develop a personal strategy for ongoing self-care.	1l: Self-care strategies appropriate to the counselor role. 5f: Counselor characteristics and behaviors that influence the counseling process.
LO3-1	Clarify how therapist values operate in the counseling process.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 1k: Strategies for personal and professional self-evaluation and implications for practice. 5f: Counselor characteristics and behaviors that influence the counseling process. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO3-2	Better understand the ethical issues involved in imposing therapist values.	1e: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. 3c: theories of normal and abnormal personality development. 5f: Counselor characteristics and behaviors that influence the counseling process.
LO3-3	Identify appropriate reasons for a referral of a client to another professional.	
LO3-4	Describe what is meant by discriminatory referrals.	
LO3-5	Comprehend the implications of recent court cases addressing discriminatory referrals.	
LO3-6	Recognize when supervision may be needed to address value concerns.	1m: The role of counseling supervision in the profession. 5f: Counselor characteristics and behaviors that influence the counseling process.
LO3-7	Assess value conflicts regarding sexual attitudes and behavior.	5f: Counselor characteristics and behaviors that influence the counseling process.
LO3-8	Reflect on values pertaining to abortion.	1e: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

		5f: Counselor characteristics and behaviors that influence the counseling process.
LO3-9	Critically examine a variety of case examples on value situations.	5f: Counselor characteristics and behaviors that influence the counseling process.
LO3-10	Understand the role of spiritual/religious values in counseling.	1a: History and philosophy of the counseling profession and its specialty areas. 2c: multicultural counseling competencies. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO3-11	Explore values pertaining to end-of-life decisions.	5a: Theories and models of counseling. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO4-1	Understand basic terminology related to multiculturalism and diversity.	2b: Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. 2c: multicultural counseling competencies.
LO4-2	Identify how cultural encapsulation is an ethical matter.	1k: Strategies for personal and professional self-evaluation and implications for practice. 2h: Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
LO4-3	Examine ethics codes from a multicultural/diversity and social justice perspective.	2e: The effects of power and privilege for counselors and clients.
LO4-4	Evaluate a range of cultural values and assumptions in therapy.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 2b: Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. 2c: Multicultural counseling competencies. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO4-5	Explore ethical issues pertaining to sexual orientation.	2c: Multicultural counseling competencies. 2e: The effects of power and privilege for counselors and clients.
LO4-6	Understand ethical issues in working with people with disabilities.	1c: Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams. 2a: Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. 2h: Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. 5g: Essential interviewing, counseling, and case conceptualization skills. 5k: Strategies to promote client understanding of and access to a variety of community-based resources.

LO4-7	Clarify when matching of client and counselor is important.	2c: Multicultural counseling competencies. 2e: The effects of power and privilege for counselors and clients.
LO4-8	Explain how unintentional racism and microaggressions affect clients.	
LO4-9	Discuss what is involved in developing multicultural competence.	2a: Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. 2c: Multicultural counseling competencies. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO5-1	Explain what is involved in the informed consent process.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 1j: Technology's impact on the counseling profession. 5d: Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships. 5g: Essential interviewing, counseling, and case conceptualization skills. 5m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
LO5-2	Describe the basic content of an informed consent document.	1k: Strategies for personal and professional self-evaluation and implications for practice. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO5-3	Understand a counselor's responsibility in record-keeping.	1j: Technology's impact on the counseling profession. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO5-4	Explore ethical issues related to online counseling.	1j: Technology's impact on the counseling profession.
LO5-5	Identify some legal issues and risk management strategies for providing online counseling.	
LO5-6	Discuss ethical issues in working with minors.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO5-7	Address issues regarding suspected unethical behavior of colleagues.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
LO5-8	Clarify what is involved in the concept of malpractice.	
LO5-9	Examine the basis for malpractice liability in the therapy profession.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 5g: Essential interviewing, counseling, and case conceptualization skills.

LO5-10	Delineate practical strategies for risk management.	1j: Technology's impact on the counseling profession.
LO5-11	Understand an appropriate course of action in dealing with a malpractice complaint.	
LO6-1	Differentiate between confidentiality, privacy, and privileged communication.	1a: History and philosophy of the counseling profession and its specialty areas. 1d: The role and process of the professional counselor advocating on behalf of the profession. 1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 5d: Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.
LO6-2	Clarify the purpose and limitations of confidentiality.	5d: Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.
LO6-3	Identify privacy issues with telecommunications devices.	1j: Technology's impact on the counseling profession. 5d: Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.
LO6-4	Understand the implications of HIPAA for mental health providers.	1a: History and philosophy of the counseling profession and its specialty areas. 1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
LO6-5	Explain the distinction between duty to warn and duty to protect.	1d: The role and process of the professional counselor advocating on behalf of the profession. 1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 7c: Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.
LO6-6	Recognize landmark court cases and implications for practice.	
LO6-7	Describe guidelines for dealing with dangerous clients.	
LO6-8	Explain the implications of duty to warn and to protect for school counselors.	5g: Essential interviewing, counseling, and case conceptualization skills.
LO6-9	Evaluate ethical and legal duties pertaining to suicide.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
LO6-10	Delineate guidelines for assessing suicidal behavior.	

LO6-11	Understand the duty to protect children, dependent adults, and the elderly from harm, abuse, and maltreatment.	1c: Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams. 1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 5b: A systems approach to conceptualizing clients. 5h: Developmentally relevant counseling treatment or intervention plans. 7c: Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.
LO6-12	Discuss several confidentiality issues in HIV/AIDS counseling.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
LO7-1	State the ethical guidelines regarding dual or multiple relationships.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 1m: The role of counseling supervision in the profession. 5f: Counselor characteristics and behaviors that influence the counseling process.
LO7-2	Appreciate various perspectives on multiple relationships.	1c: Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams. 1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 5g: Essential interviewing, counseling, and case conceptualization skills. 7c: Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.
LO7-3	Identify factors to consider before entering into a multiple relationship.	
LO7-4	Differentiate between boundary crossings and boundary violations.	
LO7-5	Critically evaluate the controversies on boundary issues.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 5d: Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.
LO7-6	Understand ethical challenges in managing multiple relationships in small communities.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
LO7-7	Explore the pros and cons of bartering for professional services.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

LO7-8	Formulate guidelines on receiving gifts from clients.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 2c: multicultural counseling competencies.
LO7-9	Describe ethical issues regarding forming social relationships with current or former clients.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 2a: Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.
LO7-10	Articulate guidelines for dealing with sexual attractions in the therapy relationship.	1l: Self-care strategies appropriate to the counselor role. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO7-11	Recognize the ethical and legal aspects of sexual misconduct.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
LO7-12	Clarify guidelines for the use of touch in the therapy relationship.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
LO8-1	Clarify how therapist competence is an ethical issue.	1c: Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams. 1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 1k: Strategies for personal and professional self-evaluation and implications for practice. 1l: Self-care strategies appropriate to the counselor role. 1m: The role of counseling supervision in the profession. 2c: multicultural counseling competencies. 5g: Essential interviewing, counseling, and case conceptualization skills. 7e: Use of assessments for diagnostic and intervention planning purposes.
LO8-2	Describe what is involved in the assessment of competence.	
LO8-3	Ascertain when and how to make referrals.	5g: essential interviewing, counseling, and case conceptualization skills.
LO8-4	Examine ethical issues in training therapists.	1d: The role and process of the professional counselor advocating on behalf of the profession. 1h: Current labor market information relevant to opportunities for practice within the counseling profession i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling 1l: Self-care strategies appropriate to the counselor role. 1m: The role of counseling supervision in the profession. 3g: Effects of crisis, disasters, and trauma on diverse individuals across the lifespan.

LO8-5	Understand the basis of screening candidates in training programs.	
LO8-6	Recognize how to evaluate knowledge, skills, and personal functioning of trainees.	5n: Processes for aiding students in developing a personal model of counseling.
LO8-7	Describe the gatekeeping role of faculty in promoting competence.	1a: History and philosophy of the counseling profession and its specialty areas.
LO8-8	Explore issues involved in dismissing students for nonacademic reasons.	1k: Strategies for personal and professional self-evaluation and implications for practice. 1m: The role of counseling supervision in the profession.
LO8-9	Articulate the purpose of licensing and credentialing.	1a: History and philosophy of the counseling profession and its specialty areas. 1g: Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. 1l: Self-care strategies appropriate to the counselor role.
LO8-10	Gain a greater appreciation of the role continuing education plays in maintaining competence.	1k: Strategies for personal and professional self-evaluation and implications for practice. 1m: The role of counseling supervision in the profession.
LO9-1	Identify ethical issues in clinical supervision.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 1m: The role of counseling supervision in the profession.
LO9-2	Delineate the responsibilities of supervisees.	1m: The role of counseling supervision in the profession.
LO9-3	Describe the roles and responsibilities of supervisors.	1m: The role of counseling supervision in the profession.
LO9-4	Recognize ethical and effective practices in supervision.	1m: The role of counseling supervision in the profession. 5g: essential interviewing, counseling, and case conceptualization skills.
LO9-5	Clarify the meaning of becoming a competent supervisor.	1k: Strategies for personal and professional self-evaluation and implications for practice. 1m: The role of counseling supervision in the profession.
LO9-6	Discuss legal issues in clinical supervision.	1m: The role of counseling supervision in the profession.
LO9-7	Understand the ethical issues unique to online supervision.	1m: The role of counseling supervision in the profession.
LO9-8	Describe the special issues that arise when supervising school counselors.	1m: The role of counseling supervision in the profession.

LO9-9	Examine multicultural and diversity issues in supervision.	1k: Strategies for personal and professional self-evaluation and implications for practice. 1m: The role of counseling supervision in the profession. 2g: The impact of spiritual beliefs on clients' and counselors' worldviews. 5f: Counselor characteristics and behaviors that influence the counseling process. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO9-10	Understand how gender-role socialization affects clinical supervision.	
LO9-11	Grasp the multiple roles and relationships in the supervisory process.	1m: The role of counseling supervision in the profession.
LO9-12	Address the ethical aspects of combining supervision and counseling.	
LO10-1	Articulate how developing a counseling style relates to ethical practice.	5a: Theories and models of counseling.
LO10-2	Understand the ethical issues involved in using techniques.	5g: Essential interviewing, counseling, and case conceptualization skills.
LO10-3	Grasp the ethical, clinical, and cultural issues in assessment and diagnosis.	1e: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. 2c: Multicultural counseling competencies. 2e: The effects of power and privilege for counselors and clients. 5b: A systems approach to conceptualizing clients. 5g: Essential interviewing, counseling, and case conceptualization skills. 7c: Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. 7e: Use of assessments for diagnostic and intervention planning purposes. 7l: 1. Use of assessment results to diagnose developmental, behavioral, and mental disorders.
LO10-4	Describe the theoretical perspectives on assessment and diagnosis.	5a: Theories and models of counseling.
LO10-5	Explain the arguments for diagnosis.	
LO10-6	Clarify the arguments against diagnosis.	
LO10-7	Identify ethical and legal issues in diagnosis.	5g: Essential interviewing, counseling, and case conceptualization skills.

LO10-8	Examine cultural issues in assessment and diagnosis.	
LO10-9	Understand the practice of using tests in counseling.	7a: Historical perspectives concerning the nature and meaning of assessment and testing in counseling.
LO10-10	Comprehend the ethical issues pertaining to evidenced-based therapy practice.	5f: Counselor characteristics and behaviors that influence the counseling process. 5g: Essential interviewing, counseling, and case conceptualization skills. 5j: Evidence-based counseling strategies and techniques for prevention and intervention.
LO11-1	Understand the basic premises involved in the systems theory perspective.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 1j: Technology's impact on the counseling profession. 5b: A systems approach to conceptualizing clients. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO11-2	Identify key ethical standards in working with couples and families.	5g: Essential interviewing, counseling, and case conceptualization skills.
LO11-3	Understand the role of informed consent in couples and family therapy.	5b: A systems approach to conceptualizing clients. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO11-4	Describe some contemporary professional issues in couples and family therapy.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 1k: Strategies for personal and professional self-evaluation and implications for practice. 1m: The role of counseling supervision in the profession. 5b: A systems approach to conceptualizing clients. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO11-5	Clarify how therapist values can be an ethical issue in couples and family work.	2c: Multicultural counseling competencies. 5f: Counselor characteristics and behaviors that influence the counseling process. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO11-6	Explain the themes involved in gender-sensitive couples and family therapy.	2c: Multicultural counseling competencies.
LO11-7	Recognize and understand the responsibilities of couples and family therapists.	5g: Essential interviewing, counseling, and case conceptualization skills.
LO11-8	Appreciate the complexity of confidentiality in family therapy.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
LO12-1	Grasp the key ethical aspects in the training and supervision of group leaders.	6d: Characteristics and functions of effective group leaders. 6e: Approaches to group formation, including recruiting, screening, and selecting members.

		6g: Ethical and culturally relevant strategies for designing and facilitating groups.
LO12-2	Explain ethical issues in diversity training for group workers.	
LO12-3	Describe guidelines for multicultural and social justice competence in group work.	1e: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. 2c: Multicultural counseling competencies.2c
LO12-4	Recognize some ethical considerations involved in co-leadership of groups.	6d: Characteristics and functions of effective group leaders.
LO12-5	Discuss ethical issues in forming a group.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 5g: Essential interviewing, counseling, and case conceptualization skills. 6b: Dynamics associated with group process and development. 6e: Approaches to group formation, including recruiting, screening, and selecting members. 6g: Ethical and culturally relevant strategies for designing and facilitating groups.
LO12-6	Identify ethical issues in screening and selecting members of a group.	
LO12-7	Clarify ethical issues in working with involuntary group members.	5g: Essential interviewing, counseling, and case conceptualization skills.
LO12-8	Delineate some psychological risks involved in group participation.	
LO12-9	Understand the role and limitations of confidentiality in groups.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
LO12-10	Summarize privacy and confidentiality issues involved with social media in group work.	1j: Technology's impact on the counseling profession. 6f: Types of groups and other considerations that affect conducting groups in varied settings.
LO12-11	Describe what is involved in ethical and effective termination in group work.	6b: Dynamics associated with group process and development. 6f: Types of groups and other considerations that affect conducting groups in varied settings.
LO12-12	Differentiate between evidence-based practice and practice-based evidence in group work.	5j: Evidence-based counseling strategies and techniques for prevention and intervention.
LO13-1	Define the concept of the community as client.	1e: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for

		clients.
LO13-2	Articulate why a community perspective is important to the counselor.	1e: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
LO13-3	Describe the types of community and client interventions.	1e: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
LO13-4	Explain what is required by the social justice perspective.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 2h: Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO13-5	Understand the goals of the social justice perspective.	1e: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. 1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 5g: Essential interviewing, counseling, and case conceptualization skills.
LO13-6	Enumerate the advocacy competencies.	1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
LO13-7	Recognize the main responsibilities of helping professionals in a community setting.	
LO13-8	Identify alternative roles in a community perspective.	1e: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. 2c: Multicultural counseling competencies.
LO13-9	Examine ways to become involved in the community and promote change.	1c: Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams. 2h: Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
LO13-10	Explore ways of working within a system.	1e: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. 1l: : Self-care strategies appropriate to the counselor role.

LO13-11	Clarify how to be an advocate for change in a system.	2c: multicultural counseling competencies.
LO13-12	Appreciate the relationships between community worker and agency.	

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**

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.

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.

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. You will present your findings to the class. Make a copy of your thank you note to the person that you interviewed and submit this in class as well.

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. The proposal must be grounded in relevant counseling literature and practices. You will bring a draft hard copy to class for review and feedback from the class.

- **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	20%
Community Agency Interview & Presentation	30%
Community Agency Consultation Proposal	30%
Ethical Decision-Making Group Presentation	20%

- **Grading Policies**

A = 97-100; A- = 96-94; B+ = 93-91; B = 90-87; B- = 86-84; C = 83-80; F = below 79.

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.

Class Schedule

Class	Date	Topic(s)	Reading Due	Assignment Due
1	August 28, 2018	Introduction to community counseling, ethics, & consultation; why counseling as a profession?	Corey Textbook, Chapters 1 and 2	
2	September 4, 2018	History and foundations of community counseling	Corey Textbook, Chapters 3 and 4; Wheeler & Brant Text, Chapters 1-3	
3	September 11, 2018	Legal and ethical foundations; Agency Selection for Interview and Presentation	Corey Textbook, Chapter 5; ACA Code of Ethics; APA Code of Ethics; and Wheeler & Brant text, Chapters 4-6	<ul style="list-style-type: none"> • Hard copy of Agency Selected for interview • Agency Interview Form
4	September 18, 2018	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); Confidentiality and the duty to protect	Forrester-Miller, H. & Moody, E.E., Jr. (2016). Practitioner's guide to ethical decision making (Rev. ed.); and Download: http://www.swvmhi.dbhds.virginia.gov/12VAC35-115-10%20%202007Finalforprinting1.pdf#page=1&zoom=auto,-99,792n	
5	September 25, 2018	Managing Boundaries and Multiple Relationships; Professional Competence and Training	Corey Textbook, Chapters 6 and 7; Wheeler & Brant Text, Chapters 7-8	
6	October 2, 2018	Ethical Issues in Supervision; Requests for consultations: for example boundaries, social media, self-harm	Corey Textbook, Chapters 8 and 9; Handouts of case studies	<ul style="list-style-type: none"> • Small group assignments.
7	October 9, 2018	Fall Break – No class		

8	October 16, 2018	Ethical decision making group presentation	Corey Textbook, Chapter 10; Wheeler & Brant Text, Chapter 9	<ul style="list-style-type: none"> • Hard copy of group report and summary
9	October 23, 2018	Agency interviews & presentations	Corey Textbook, Chapter 11; Wheeler & Brant Text, Chapter 10	<ul style="list-style-type: none"> • Hard copy of completed Agency Interview. Hard copy of thank you note.
10	October 30, 2018	Discussion of Agency Consultation Proposal using Logic Model	Logic Model Article, Corey Textbook, Chapter 12	
11	November 6, 2018	Multicultural/Social Justice Counseling Frameworks, advocacy	Corey Textbook, Chapter 13; Wheeler & Brant Text, Chapter 11-12.	
12	November 13, 2018	Discussion of Draft Agency Consultation proposals		<ul style="list-style-type: none"> • Draft consultation proposal
13	November 20, 2018	Outreach, crisis response, and community collaboration		<ul style="list-style-type: none"> • Consultation Proposal
14	November 27, 2018	Policy discussion; regulations & procedures. Last class.	Online Commonwealth of VA House Document # 77, HJR 240 1998 Future Delivery Publically Funded MH, MR, SA Services	

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.	
• 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.

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.	
• Addresses how the consultant will terminate and exit from the consultation project.	

Total grade of out 100:

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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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