

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

EDCD 654.001 – Counseling and Ethics in Community Agencies
3 Credits Fall 2019
Tuesdays, 7:20 – 10:00 PM - Thompson Hall Room L013 - Fairfax

Faculty

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Prerequisites/Corequisites

Admission to CNDV program; EDCD 602 or concurrent; EDCD 603 or concurrent

University Catalog Course Description

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

Course Overview

This course is designed to prepare students for the wide range of legal, ethical, and professional issues they are likely to encounter as a professional counselor. The class will provide an overview of clinical mental health and community-based counseling; the role of the professional counselor; prevention, outreach, systemic issues and multicultural issues in professional counseling. Advocacy and social change will be emphasized. The primary goals of this class are to: 1) introduce students to ethical principles and guidelines, preparing students to make ethical decisions in difficult circumstances, and 2) teach students about the history and current state of the field, including elements related to licensure, professional organizations, credentialing, advocacy, social justice, and public policy. Students are expected to challenge themselves and consider their own values, and how these values influence their work 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 the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (2.F.1.b.)
2. Explore strategies for interfacing with integrated behavioral health care professionals (5.C.3.d.)

3. Understand professional organizations, preparation standards, and professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (2.F.1.g., 5.C.2.k.)
4. Understand procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (2.F.7.c.), including suicide prevention models and strategies (2.F.5.l.) and procedures for identifying trauma and abuse and for reporting abuse (2.F.7.d.).
5. Investigate multicultural and social justice counseling concepts within community agency settings.
6. Investigate strategies for interfacing with the legal system regarding court-referred clients (5.C.3.c.)
7. Examine the impact of technology on the counseling process (2.F.5.e.).
8. Develop the ability to make sound professional decisions based on ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations specific to clinical mental health counseling (2.F.1.i., 5.C.2.l).

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP)

Upon completion of this course, students will have met the following professional standards:

<i>CACREP Standard</i>	<i>Course Content (Reading, Assignment, and/or Lecture/Discussion); KPI measured (if applicable)</i>
2.F.1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	Reading(s): Schmit, M., Watson, J., & Fernandez, M. (2018); Moe, Johnson, Park, & Finnerty (2018) Assignment: Ethical Decision-Making Interview and Model; KPI Measured: A.1.a Lecture/Discussion: Wk 10
2.F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Reading(s): Wilkinson, Smith, & Wimberly (2019) Assignment(s): Reading Reflection, Quiz 2 Lecture/Discussion: Wk 9
2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Reading(s): Corey, Corey, & Corey, 2018 Assignment: Ethical Decision-Making Interview and Model; KPI Measured: A.1.a Lecture/Discussion: Wk1, Wk 3, Wk 9
2.F.5.e. the impact of technology on the counseling process	Reading(s): Corey et al. (2018) Chapter 5 Assignment(s): Quiz 2, Final Exam Lecture/Discussion: Wk 6
2.F.5.l. suicide prevention models and strategies	Reading(s): SAMHSA TIP Series 57, Corey et al. (2018) Chapter 10 Assignment(s): Quiz 2, Final Exam Lecture/Discussion: Wk 7, Wk 11

2.F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	Reading(s): SAMHSA TIP Series 57, Corey et al. (2018) Chapter 10 Assignment(s): Quiz 2, Final Exam Lecture/Discussion: Wk 7, Wk 11
2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse	Reading(s): SAMHSA TIP Series 57, Corey et al. (2018) Chapter 10 Assignment(s): Quiz 2, Final Exam Lecture/Discussion: Wk 7, Wk 11
5.C.2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	Reading(s): Wilkinson, Smith, & Wimberly (2019) Assignment(s): Reading Reflection, Quiz 2 Lecture/Discussion: Wk 9
5.C.2.l. legal and ethical considerations specific to clinical mental health counseling	Reading(s): Corey, Corey, & Corey, 2018 Assignment: Ethical Decision-Making Interview and Model; KPI Measured: A.1.a Lecture/Discussion: Entire course lecture
5.C.3.c. strategies for interfacing with the legal system regarding court-referred clients	Reading(s): Corey et al. (2018) Chapter 13 Assignment(s): Final Exam Lecture/Discussion: Wk 7, Wk 13
5.C.3.d. strategies for interfacing with integrated behavioral health care professionals	Reading(s): Schmit, M., Watson, J., & Fernandez, M. (2018); Moe, Johnson, Park, & Finnerty (2018) Assignment: Ethical Decision-Making Interview and Model; KPI Measured: A.1.a Lecture/Discussion: Wk 10

Required Text

Corey, G., Corey, M., & Corey, C. (2018). *Issues and ethics in the helping professions (10th ed.)*. Belmont, CA: Brooks/Cole, Cengage Learning.

Required Readings

American Counseling Association. (2014). *Code of Ethics*. Alexandria, VA: Author.

Cottone, R. R. (2001). A social constructivism model of ethical decision making in counseling. *Journal of Counseling & Development, 79*(1), 39-45.

Forester-Miller, H. & Davis, T. E. (2016). *Practitioner's guide to ethical decision making* (Rev. ed.). Retrieved from <https://www.counseling.org/docs/default-source/ethics/practitioner-39-s-guide-to-ethical-decision-making.pdf?sfvrsn=10>

Frame, M. W., & Williams, C. B. (2005) A model of ethical decision making from a multicultural perspective. *Counseling and Values, 49*, 165–179

Garcia, J., Cartwright, B., Winston, S., & Borzuchowska, B. (2003). A transcultural integrative model for ethical decision making in counseling. *Journal of Counseling & Development, 81*(3), 268–277. <https://doi.org/10.1002/j.1556-6678.2003.tb00253.x>

- Gutierrez, D., Fox, J., Jones, K., & Fallon, E. (2018). The treatment planning of experienced counselors: A qualitative examination. *Journal of Counseling and Development, 96*(1), 86–96. <https://doi.org/10.1002/jcad.12180>
- Kocet, M. M., & Herlihy, B. J. (2014). Addressing value-based conflicts within the counseling relationship: A decision-making model. *Journal of Counseling & Development, 92*(2), 180-186.
- Levitt, D. H., Farry, T. J., & Mazzarella, J. R. (2015). Counselor ethical reasoning: Decision-making practice versus theory. *Counseling and Values, 60*, 84–99.
- Moe, J., Johnson, K., Park, K., & Finnerty, P. (2018). Integrated behavioral health and counseling gender and sexual minority populations. *Journal of LGBT Issues in Counseling, 12*(4), 215–229. <https://doi.org/10.1080/15538605.2018.1526156>
- Substance Abuse and Mental Health Services Administration (2014). Trauma-Informed Care in Behavioral Health Services. *Treatment Improvement Protocol (TIP) Series 57*. HHS Publication No. (SMA) 13-4801. Rockville, MD: Author.
- Schmit, M., Watson, J., & Fernandez, M. (2018). Examining the effectiveness of integrated behavioral and primary health care treatment. *Journal of Counseling and Development, 96*(1), 3–14. <https://doi.org/10.1002/jcad.12173>
- Wilkinson, T., Smith, D., & Wimberly, R. (2019). Trends in ethical complaints leading to professional counseling licensing boards disciplinary actions. *Journal of Counseling and Development: 97*(1), 98–104. <https://doi.org/10.1002/jcad.12239>

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

1. Ethical Decision-Making Interview and Model (KPI: A.1.a.; 15% of final grade)

In groups of 2 or 3, students will interview an experienced licensed mental health professional (counselor or clinical social worker) about an ethical dilemma that the professional has experienced. The focus of the interview should follow the assignment rubric at the end of the syllabus. After making a diligent effort to contact a licensed mental health professional, students may communicate with their peers or professors if they need a recommendation. Students may not use their place of employment/internship site or any professional in which either student has personally sought counseling.

Students are required to develop a list of interview questions prior to conducting the interview. An in-person interview is preferred, with video conference/facetime an alternative option. Students may not conduct the interview over the phone or email. Following the interview, the student group will create a PowerPoint presentation which outlines all requirements outlined in the rubric. Students should highlight the ethical dilemma and course of action taken by the interviewee. Using an ethical decision-making model, students will then present their own analysis (compare and contrast) of the interviewee's course of action with the course(s) of action they perceive as ethical. This includes identifying ethical issues

the interviewee may have not identified, professional codes/laws which were applicable but not identified by the interviewee and, as relevant, another course of action (there may be more than one) in which they interviewee could have considered.

Groups will present for a maximum of 30 minutes (20 min. presentation, 10 min. for questions/discussion). The focus of the presentation should be the analysis of the ethical issue and ethical decision making, rather than simply reporting the ethical scenario. All students will submit the final presentation on Blackboard, including a description of the work they specifically completed, either independently or substantially, for the assignment.

2. Reading Reflections (15% of final grade).

Reading Reflections are due for specific readings (see course schedule). Reflections should be submitted on Blackboard by 11:59 PM the night before the start of class in which the reading is due. Reflections submitted in Blackboard after 11:59 PM prior to the start of class will receive half credit. See class schedule for reading assignments and Reading Reflection due dates. Max of 500 words per Reading Reflection.

Each Reading Reflection is intended to provide you with a starting point for class discussion and ensure the highest level of class participation. For each Reading Reflection you are required to answer the following questions:

1. What are the main points of this reading?
2. Was anything unclear or confusing to you?
3. What was new to you, and did it change the way you think about an issue or topic?
4. What did you learn from this reading about working in the field of counseling?

Students are expected to utilize critical thinking skills and be precise when describing main points, ambiguous concepts, and/or new ideas. Points will be deducted for generalized, inexplicit statements. Bring a copy of your Reading Reflection to class for group discussion and to turn into the professor at the end of class.

3. **Quizzes (30% of final grade)** Quizzes will assess student knowledge of chapter readings. These will be distributed in-class, see course schedule for dates.
4. **Final Exam (25% of final grade)** The final exam will be completed in class on the last day of class. The final exam will be multiple-choice and may include a short answer/essay. The final will be cumulative; material will be drawn from the entire class and will cover readings (textbook and additional articles/chapters) and lectures.
5. **Class Participation (15% of final grade)** See attendance and participation requirements below.

Other Requirements

APA Format: Students in Counseling courses are expected to use APA style (6th 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 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 do the following: (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.

Assignments: The main assignments for the course (Annotated Bibliography, Introduction and Literature Review, and Methods Section) are to be **submitted in two ways:** (1) Submit an electronic copy prior to the beginning of class on the date due via SafeAssign on the course Blackboard site, and (2) Bring a paper copy to class on the date due. 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.

Plagiarism: Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling 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."

Grading

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]

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Class Schedule

Date	Topics/In Class	Readings	Assignments
(Wk 1) 8/27	Introductions Review of syllabus Ethical Standards of Professional Counseling Organizations	ACA Code of Ethics (2014)	
(Wk 2) 9/3	History and Foundations of Counseling Ethics Intro to Ethical Decision Making (Corey et al. & F-M & D)	Chapter 1 (Intro to Prof. Ethics) Forester-Miller & Davis (2016)	
(Wk 3) 9/10	Legal and ethical considerations specific to clinical mental health counselors: transference, dependence, burnout, and vitality Social Constructivist Model of Ethical Decision Making	Chapter 2 (The Counselor as a Person & Professional) Cottone (2001)	
(Wk 4) 9/17	Exploring Our Belief Systems Values in the Counseling Relationship & Referrals	Chapter 3 (Values & Helping) Kocet & Herlihy (2014)	Reading Reflection – Kocet & Herlihy
(Wk 5) 9/24	Ethical Practice with Diverse Clients Ethical Decision Making	Chapter 4 (Multicultural Perspectives) Frame & Williams (2005)	

(Wk 6) 10/1	Record Keeping & Documentation Electronic Record Management	Chapter 5 (Client Rights & Counselor Responsibilities)	Quiz 1: Chapters 1-4; course content through 9/24
(Wk 7) 10/8	Confidentiality Duty to warn/Mandated Reporting	Chapter 6 (Confidentiality) VA Mandated Reporting Requirements (students must <u>independently</u> find these online)	
(Wk 8) 10/15	FALL BREAK – NO CLASS		
(Wk 9) 10/22	Professional & Personal Boundaries	Chapter 7 (Managing Boundaries) Levitt, Farry, & Mazzarella (2015)	Reading Reflection – Levitt et al.
(Wk 9) 10/22	Licensure, Certification, and Professional Organizations Counselor Competence Self-Awareness & Professional Growth Evaluation of Interpersonal Behavior & Gatekeeping	Chapter 8 (Professional Competence & Training) Wilkinson, Smith, & Wimberly (2019)	Reading Reflection – Wilkinson et al. Presentations
(Wk 10) 10/29	Introduction to Clinical Supervision Integrated Behavioral Health Care	Chapter 9 (Supervision) Schmit, M., Watson, J., & Fernandez, M. (2018) Moe, Johnson, Park, & Finnerty (2018)	Reading Reflection – Moe et al. Quiz 2: Chapters 5-8; course content 9/24-10/29
(Wk 11) 11/5	Diagnosis and Assessment Evidence-based Practice Procedures for assessing risk of aggression/danger to self or others (self-inflicted harm / suicide) Procedures for identifying trauma and abuse	Chapter 10 (Issues in Theory & Practice) Gutierrez, Fox, Jones, & Fallon (2018) SAMHSA TIP Series 57: Chapter 4: Screening and Assessment (pp. 91-110).	Reading Reflection – Gutierrez et al.

(Wk 12) 11/12	Couples & Family Counseling Group Work	Chapter 11 (Couples & Family) Chapter 12 (Group Work)	Presentations
(Wk 13) 11/19	Systemic issues and ethical parameters of advocacy in professional counseling Multicultural and Social Justice competence	Chapter 13 (Community & Social Justice Issues) Garcia, Cartwright, Winston, & Borzuchowska, 2003	Reading Reflection – Garcia et al. Presentations
(Wk 14) 11/26	Course Wrap Up & Exam Review		Presentations
(Wk 15) 12/3	Final Exam		

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

Counseling and Development Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

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://catalog.gmu.edu/policies/honor-code-system/>).
- 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://coursesupport.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>.

Assessment Rubric

A.1.a.1 – CMHC: Ethical Decision-Making Interview and Model

		4	3	2	1
Standard	%	Exceeds Standards	Meets Standards	Approaching Standards	Below Standards
<p>1. Introduction of interviewee credentials, experience, counseling setting, and other relevant contextual information (2 min) KPI A.1.a.1; CACREP 2.F.1.i; 2.F.1.b and 5.C.2.I (CMHC)</p>	20	Sophisticated description of the interviewee, work setting, credentials, experience, and scope of practice, included relevant contextual information which guided class understanding.	Clearly described the interviewee, giving specific information regarding work setting and services provided. Contextual information relevant to the ethical issue(s) was clear and timely.	Description of the interviewee, work setting, and services was provided but vague or incomplete. Relevant contextual information was not provided in a timely manner.	Failed to accurately describe the interviewee, work setting, or contextual information.
<p>2. Comprehensive description of the ethical dilemma, chosen course of action, and the EDM process/ model used by the interviewee (5-10 min) KPI A.1.a.1; CACREP 2.F.1.i and 5.C.2.I (CMHC)</p>	20	Provided a clear, sophisticated description of the ethical dilemma and chosen course of action. Walked class through the EDM process used, including alternatives considered and other relevant information.	Clearly described the ethical dilemma (presenting both the problem and ethical dimensions of the problem), chosen course of action, and EDM process used.	Provided an incomplete or inaccurate description of <i>one</i> of the following: 1) ethical dilemma, 2) ethical dimensions of the problem, 3) course of action, and/or 4) EDM process.	Incomplete description of the ethical dilemma, chosen course of action, or ethical decision-making process used.

<p>3. Critical analysis of the interviewee's decision-making process (5 min) KPI A.1.a.1; CACREP 2.F.1.i and 5.C.2.I (CMHC)</p>	20	<p>Excellent and comprehensive review and critique of the EDM process and additional areas of consideration. Provided step by step analysis/critique of interviewee's EDM process, with detailed recommendations or alternate EDMM.</p>	<p>Good/adequate review and critique of the EDM process. Included relevant areas of consideration and a step by step analysis of the interviewee's EDM process. Provided recommendations for improved decision making.</p>	<p>Inadequate review and critique of the EDM process. Lacked step by step analysis and/or only minimally explored recommendations for improved decision-making.</p>	<p>Failed to accurately review and critique the EDM process. Did not identify alternative EDMMs and/or recommendations for improved decision-making.</p>
<p>4.Recommendations for counselors faced with a similar ethical dilemma given the professional roles of clinical mental health counselors (2 min.) KPI A.1.a.1; CACREP 2.F.1.i; 2.F.1.b; and 5.C.2.I (CMHC)</p>	20	<p>Provided two or more clear, sophisticated recommendations for managing the ethical issue(s) presented. Empowered the class with new strategies and insight.</p>	<p>Provided two or more relevant and well-developed recommendations for managing the ethical issue(s) presented.</p>	<p>Included two recommendations, but recommendations were overgeneralized or not supported by the critical analysis presented.</p>	<p>Does not include <i>any</i> recommendations for managing the ethical issue(s) presented or recommendations lack sufficient depth or clinical utility.</p>
<p>5. Presentation Organization</p>	20	<p>Students made a clear thesis statement to start the presentation, which propelled the class discussion. Students used transitions and logically flowed through information. Presentation was clearly structured.</p>	<p>Moderately clear thesis statement. Students generally used transitions and logically flowed through information.</p>	<p>Presenters include thesis statement, but it is confusing or unclear. Mediocre use of transitions. Presentation order was confusing and difficult to follow.</p>	<p>No clear opening to the presentation or thesis statement. No logical flow or structure to the presentation.</p>