George Mason University
College of Education and Human Development
Counseling Program

EDCD 654.DL1 – Counseling and Ethics in Community Agencies
3 Credits Spring 2023
Wednesdays, 4:30 – 7:10 PM
Synchronous Online

Faculty
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Prerequisites/Corequisites
Admission to Counseling 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 online (100% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on **the first day of class.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on **Monday** and finish on **Sunday**.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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 (CACREP 2.F.1.b, 2.F.5.c.)
2. Explore strategies for interfacing with integrated behavioral health care professionals (CACREP 5.C.3.d)
3. Understand ethical record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CACREP 5.C.2.m)
4. Understand professional organizations, preparation standards, and professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of legislation and public policy on these issues (CACREP 2.F.1.g., CACREP 5.C.2.k, CACREP 5.C.2.i)

5. Understand procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP 2.F.7.c.) and procedures for identifying trauma and abuse and for reporting abuse (CACREP 2.F.7.d.).
6. Investigate multicultural and social justice counseling concepts within community agency settings.
7. Investigate strategies for interfacing with the legal system regarding court-referred clients (CACREP 5.C.3.c)
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 (CACREP 2.F.1.i., CACREP 5.C.2.l).

Professional Standards
Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

CACREP Standard	Course Objective Coverage	Course Activities
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 (CACREP 2.F.1.b)	This Standard is part of Course Objective #1, which is addressed in Classes 2, 10, and 12 on "History and Foundations of Counseling Ethics", "Integrated Behavioral Health Care", and "Couples & Family Counseling, Group Work"	Assigned readings that discuss this Standard include: Chapters 1 in *Issues and ethics in the helping professions,* Forester-Miller & Davis (2016) Additionally, this Standard is measured as part of the Ethical Decision-Making Interview and Model Assignment, which assesses KPI A.1.a.1-CMHC
professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP 2.F.1.g)	This Standard is part of Course Objective #4, which is addressed in Classes 1, 3, 10, and 14 on "Ethical Standards of Professional Counseling Organizations", "Licensure, Certification, and Professional Organizations", and "Systemic issues and ethical parameters of advocacy in professional counseling"	Assigned readings that discuss this Standard include: ACA Code of Ethics (2014) and Chapter 8 in *Issues and ethics in the helping professions*
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP 2.F.1.i)	This Standard is part of Course Objective #8, which is addressed in Classes 2 and 7 on "History and Foundations of Counseling Ethics, Intro to Ethical Decision Making" and "Informed Consent, Use of Technology, Confidentiality, Duty to Warn/Mandated Reporting"	Assigned readings that discuss this Standard include: Chapters 1, 5, & 6 in *Issues and ethics in the helping professions* Additionally, this Standard is measured as part of the Ethical Decision-Making Interview and Model Assignment, which assesses KPI A.1.a.1-CMHC

theories, models, and strategies for understanding and practicing consultation (CACREP 2.F.5.c)	This Standard is part of Course Objective #1, which is addressed in Classes 2, 10, and 13 on "History and Foundations of Counseling Ethics", "Integrated Behavioral Health Care", and "Couples & Family Counseling, Group Work"	Assigned readings that discuss this Standard include: Moe et al. (2018), Schmit et al. (2018)
procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP 2.F.7.c)	This Standard is part of Course Objective #5, which is addressed in Classes 7 and 11 on "Confidentiality, Duty to warn/Mandated Reporting" and "Diagnosis and Assessment"	Course activities that discuss this Standard include: reading the Virginia State Policy on Mandated Reporting and discussing the requirements for minors and adults on abuse, neglect, exploitation, and age of consent.
procedures for identifying trauma and abuse and for reporting abuse (CACREP 2.F.7.d)	This Standard is part of Course Objective #5, which is addressed in Classes 7 and 11 on "Confidentiality, Duty to warn/Mandated Reporting" and "Diagnosis and Assessment"	Assigned readings that discuss this Standard include: Chapter 6 in *Issues and ethics in the helping professions*
legislation and government policy relevant to clinical mental health counseling (CACREP 5.C.2.i.)	This Standard is part of Course Objective #4, which is addressed in Classes 1, 3, 9, and 14 on "Ethical Standards of Professional Counseling Organizations", "Licensure, Certification, and Professional Organizations", and "Systemic issues and ethical parameters of advocacy in professional counseling"	Assigned readings that discuss this Standard include: Chapter 13 in *Issues and ethics in the helping professions*
professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CACREP 5.C.2.k.)	This Standard is part of Course Objective #4, which is addressed in Classes 1, 3, 9, and 14 on "Ethical Standards of Professional Counseling Organizations", "Licensure, Certification, and Professional Organizations", and "Systemic issues and ethical parameters of advocacy in professional counseling"	Course activities that discuss this Standard include: class-based discussion on professional organizations, preparation standards, credentialing, and the effects of legislation and public policy on these issues
legal and ethical considerations specific to clinical mental health counseling (CACREP 5.C.2.l)	This Standard is part of Course Objective #8, which is addressed in Classes 2 and 7 on "History and Foundations of Counseling Ethics, Intro to Ethical Decision Making" and "Informed Consent, Use of Technology, Confidentiality, Duty to Warn/Mandated Reporting"	Assigned readings that discuss this Standard include: Forester-Miller & Davis (2016) Additionally, this Standard is measured as part of the Ethical Decision-Making Interview and Model Assignment, which assesses KPI A.1.a.1-CMHC

record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CACREP 5.C.2.m)	This Standard is part of Course Objective #3, which is addressed in Classes 2 and 7 on "History and Foundations of Counseling Ethics, Intro to Ethical Decision Making" and "Informed Consent, Use of Technology, Confidentiality, Duty to Warn/Mandated Reporting"	Course activities that discuss this Standard include: class-based discussion of ethical record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
strategies for interfacing with the legal system regarding court referred clients (CACREP 5.C.3.c.)	This Standard is part of Course Objective #7, which is addressed in Class 5 on "Ethical Practice with Diverse Clients, Ethical Decision Making"	Course activities that discuss this Standard include: a group investigation of strategies for interfacing with the legal system regarding court-referred clients
strategies for interfacing with integrated behavioral health care professionals (CACREP 5.C.3.d)	This Standard is part of Course Objective #2, which is addressed in Classes 2 and 10 on "History and Foundations of Counseling Ethics" and "Introduction to Clinical Supervision, Integrated Behavioral Care"	Assigned readings that discuss this Standard include: Moe et al. (2018), Schmit et al. (2018)

Additional professional standards addressed in this course:

• This course fulfills the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for "Professional counseling identity, function and ethics"

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

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

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/practioner-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, VIA, hard copy).

> • **Assignments and Examinations**

> **Learning Cohort Reflections & Assignments (25% of final grade; 250 pts)**
> To supplement your learning experience, you will be assigned to a Learning Cohort by the instructor. Learning Cohorts will meet weekly (with some exceptions) during our scheduled class time to complete specific activities designated by the professor. Learning cohort activities *may* include: reading reflections, uTeach exercises (see below), or responding to discussion questions and/or a case study. Full participation in your learning cohort is required (see Participation and Attendance guidelines). All group members must come to class prepared, having completed all readings and review of lecture material. When engaged in any Learning Cohort activity, students are expected to utilize critical thinking skills, be an active participant, and keep the discussion/group activity focused on the assigned task.

>> **uTeach Activities:** uTeach activities give students an opportunity to concurrently learn and teach/process a concept relevant to their assigned readings. The *only requirement* is that the activity is brief (5-10 min) and involves experiential learning (i.e., not lecture). FUN and CREATIVITY is strongly encouraged! Case studies, video clips, or recent

news articles related to counseling ethics are common examples. The idea is to teach your peers about the concept in a way that fosters long-term understanding and discussion. If utilized this semester, uTeach topics/due dates will be assigned by the instructor.

Ethical Decision-Making Interview and Model (15% of final grade; 150 pts) (Key Assignment: KPI A.1.a.1-CMHC; CACREP 2.F.1.b, 2.F.1.i, & 5.C.2.l)
In your Learning Cohort groups, 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 <u>not</u> use their place of employment/internship site, a GMU faculty member, or any professional in which either student has personally sought counseling or knows someone who has sought counseling from this professional. It is strongly recommended that students interview a licensed professional counselor.

Students are required to develop a list of interview questions prior to conducting the interview. A video conference/facetime interview is preferred (Zoom, WebEx, Facetime, etc.). Students may <u>not</u> conduct the interview over the phone or via 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/considered, 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. One group member will submit the final presentation on the Discussion Board for the entire class to review (see Course Schedule for due date). <u>All students will submit their group's final presentation on Blackboard</u>.

Quizzes (30% of final grade; 300 pts) Quizzes will assess student knowledge of chapter readings. These will be taken on Blackboard. See course schedule for dates. You will have one attempt and from the conclusion of class to 11:59pm the day before the following class to complete. A PDF version of the quiz will be made available to you.

Final Exam (15% of final grade; 150 pts) 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.

Class Attendance & Participation (15% of final grade; 150 pts) See attendance and participation requirements below.

 • **Other Requirements**

Course Expectations

APA Format: Students in Counseling courses are expected to use APA style (7th ed.) for written papers.

Technical Requirements: *To participate in this course, students will need to satisfy the following technical requirements:*
- *High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:* https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supportedbrowsers
- *To get a list of supported operation systems on different devices see:* https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devicesand-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
- Adobe Acrobat Reader: https://get.adobe.com/reader/
- Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
- Apple Quick Time Player: www.apple.com/quicktime/download/

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

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 to your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

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.

Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

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.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials as needed each week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

Assignments: The main assignments and readings for the course are to be **submitted prior to the beginning of class on the date due** via the course Blackboard site. Late 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. **The ethical decision-making interview and model assignment is turned in on the assignment DUE DATE, not the date you are going to present to the class.**

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."

Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

   • **Grading**
In accordance with the George Mason University Grading Policy, the following grades may be achieved:
A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 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

Professional Dispositions Assessment

Professional Dispositions Assessment are completed by instructors in all courses except electives and field experience courses (Practicum: 750/751; Internship 1: 792/793; and Internship 2: 794/795). In electives and field experience courses, instructors or supervisors may choose to complete a Professional Disposition Assessment should the need arise. In field experience classes, University and Site Supervisors will assess students on a Student Evaluation that is specific to P&I.

A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in "basic or pre-practicum level" courses may demonstrate the disposition sometimes or inconsistently. Students in "intermediate or practicum level" courses should demonstrate the disposition more often or frequently. The courses are assigned to levels as follows:

Course Level	*Courses*
Basic (Pre-Practicum)	*Core*: 602, 601, 525, 603, 609, 606, 604, 656 *CMHC*: 654, 652, 658 *SC*: 613, 611, 626
Intermediate (Practicum)	*Core*: 608, 660, 628, 619, 610, 797

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should except to achieve this rank.

- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.

- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.

- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances, this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

Readings, review of lecture content, and learning cohort discussion posts are due the *first day of each learning week (Wednesday)* with the exception of the first week or when we do not have class. It is expected that all students will come to class prepared, having completed all readings and review of lecture materials for that week. Major assignments are activities related to the graded components of the class. Additional assignments and readings can be found on Blackboard and/or discussed in class.

Week	Topics	Learner Outcomes	Readings / Assignments Due	Course Obj. #
Wk. 1 **1/25/23 – 1/31/23**	Introductions Review of syllabus Ethical Standards of Professional Counseling Organizations	Understand professional organizations, preparation standards, credentialing, accreditation, and the effects of legislation and public policy on these issues	**Readings / Lecture Review:** • ACA Code of Ethics (2014) ○ *Tip: When you read the Code, pause at each section and think about what these issues might look like in practice.* **Assignments** • Post an intro to the Discussion Board and respond to at least one classmate.	**4**
Wk. 2 **2/01/23 – 2/07/23**	History and Foundations of Counseling Ethics Intro to Ethical Decision Making	Understand the multiple professional roles/functions of counselors across specialty areas, relationships with human service/integrated behavioral health care systems, and interagency/interorganizational collaboration and consultation Explore strategies for interfacing with integrated behavioral health care professionals	**Readings / Lecture Review:** • Chapter 1 (Intro to Prof. Ethics) • Complete Self-Assessment: An Inventory of your Attitudes…and be prepared to discuss • Read "*Steps in Making Ethical Decisions*" carefully • Forester-Miller & Davis (2016). **See Video** ○ *Tip: Pay careful attention to what the steps MEAN – you are going to have to memorize these steps.*	**1, 2, 3, 8**

Wk. 3 2/08/23 – 2/14/23	Legal and ethical considerations specific to clinical mental health counselors: transference, dependence, burnout, and vitality	Understand professional organizations, preparation standards, credentialing, accreditation, and the effects of legislation and public policy on these issues Make sound professional decisions based on ethical standards, credentialing bodies, and applications of ethical and legal considerations specific to clinical mental health counseling.	**Readings / Lecture Review:** • Chapter 2 (The Counselor as a Person & Professional) ○ *Tip: Think about values you hold dear. Be prepared to discuss how these will impact you as a professional.* • Levitt, Farry, & Mazzarella (2015)	4, 9
Wk. 4 2/15/23 – 2/21/23	Exploring Our Belief Systems Values in the Counseling Relationship & Referrals	Develop the ability to make sound professional decisions based on ethical standards, credentialing bodies, and applications of ethical and legal considerations specific to clinical mental health counseling.	**Readings / Lecture Review:** • Chapter 3 (Values & the Helping Relationship) • Kocet & Herlihy (2014)	9
Wk. 5 2/22/23 – 2/28/23	Ethical Practice with Diverse Clients Ethical Decision Making	Investigate multicultural and social justice counseling concepts within community agency settings Investigate strategies for interfacing with the legal system regarding court-referred clients Make sound professional decisions based on ethical standards, credentialing bodies, and applications of ethical and legal considerations specific to clinical mental health counseling	**Readings / Lecture Review:** • Chapter 4 (Multicultural Perspectives & Diversity Issues) -**See Video** • Frame & Williams (2005) – **Respond to Discussion Board prompt** ==**Quiz 1: Due 2/28 (11:59PM)**== • Chapters 1-4 and related course content *Quiz Tip:* Know Forester-Miller & Davis (2016) – be able to write out steps and what they mean!!	6, 7, 9
Wk. 6 3/01/23 – 3/07/23	Record Keeping & Documentation Electronic Record Management	Explore strategies for interfacing with integrated behavioral health care professionals Understand ethical record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. Examine the impact of technology on the counseling process.	**Readings / Lecture Review:** • Chapter 5 (Client Rights & Counselor Responsibilities)	3, 5, 8

Wk. 7 3/08/23 – 3/14/23	Informed Consent Use of Technology Confidentiality Duty to warn/Mandated Reporting	Understand ethical record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling Understand procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide and procedures for identifying trauma and abuse and for reporting abuse. Examine the impact of technology on the counseling process	**Readings / Lecture Review:** • Chapter 6 (Confidentiality) VA Mandated Reporting Requirements for minors and adults: look up abuse, neglect, exploitation, and age of consent (**students must <u>independently</u> find these online and bring them to class**)	3, 5, 8
Wk. 8 **3/15/23 –** **3/21/23** **No Class**	**SPRING RECESS**			
Wk. 9 **3/22/23 –** **3/28/23**	Professional & Personal Boundaries	Develop the ability to make sound professional decisions based on ethical standards, credentialing bodies, and applications of ethical and legal considerations specific to clinical mental health counseling	**Readings / Lecture Review:** • Chapter 7 (Boundaries) • Wilkinson, Smith, & Wimberly (2019) **Quiz 2: Due 3/28 (11:59PM)** • Chapters 5-7 and related course content *Know Mandated reporting requirements for VA*	9
Wk. 10 **3/29/23 –** **4/04/23**	Licensure, Certification, and Professional Organizations Counselor Competence, Awareness & Professional Growth	Understand professional organizations, preparation standards, credentialing, accreditation, and the effects of legislation and public policy on these issues Make sound professional decisions based on ethical standards, credentialing bodies, and applications of ethical and legal considerations specific to clinical mental health counseling	**Readings / Lecture Review:** • Chapter 8 (Professional Competence & Training)	4,9

Wk. 11 4/05/23 – 4/11/23 **Asynchronous**	Introduction to Clinical Supervision Integrated Behavioral Health Care	Understand the multiple professional roles/functions of counselors across specialty areas, relationships with human service/integrated behavioral health care systems, and interagency/interorganizational collaboration and consultation Explore strategies for interfacing with integrated behavioral health care professionals	**Readings / Lecture Review:** • Chapter 9 (Supervision) • Schmit, M., Watson, J., & Fernandez, M. (2018) Moe, Johnson, Park, & Finnerty (2018)	**1, 2**
Wk. 12 4/12/23 – 4/18/23	Diagnosis and Assessment Evidence-based Practice	Understand 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	**Readings / Lecture Review:** • Chapter 10 (Issues in Theory & Practice) • Gutierrez, Fox, Jones, & Fallon (2018) **Quiz 3: Due 4/18 (11:59PM)** • Chapters 8-10 and related course content	**5, 9**
Wk. 13 4/19/23 – 4/25/23	Procedures for assessing risk of aggression/danger to self or others (self-inflicted harm / suicide) Procedures for identifying trauma and abuse	Understand procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide and procedures for identifying trauma and abuse and for reporting abuse Develop the ability to make sound professional decisions based on ethical standards, credentialing bodies, and applications of ethical and legal considerations specific to clinical mental health counseling.	**Readings / Lecture Review:** • SAMHSA TIP Series 57: Chapter 4: Screening and Assessment (pp. 91-110)	**5, 9**

Wk. 14 4/26/23 – 5/02/23	Couples & Family Counseling Group Work	Understand the multiple professional roles/functions of counselors across specialty areas, relationships with human service/integrated behavioral health care systems, and interagency/interorganizational collaboration and consultation	**Readings / Lecture Review:** • Chapter 11 (Couples & Family) • Chapter 12 (Group Work) **Ethical Decision-Making Interview Presentations Due** • All Learning Cohorts Post on Discussion Board (1 cohort member – no duplicates) and Blackboard (each student in VIA) ==Learning Cohort Presentations== ==#1: Ethical Interview and Model==	1
Wk. 15 5/03/23	**Last Day of Class** Systemic issues and ethical parameters of advocacy in professional counseling Multicultural and Social Justice competence Course Wrap Up & Final Exam Review	Understand professional organizations, preparation standards, credentialing, accreditation, and the effects of legislation and public policy on these issues Investigate multicultural and social justice counseling concepts within community agency settings	**Readings / Lecture Review:** • Chapter 13 (Community & Social Justice Issues) • Garcia, Cartwright, Winston, & Borzuchowska, 2003 ==Learning Cohort Presentations #2 & #3 Ethical Interview and Model==	4,6

Final Exam 5/03/23 – 5/09/23	Final Exam		Final exam will be comprehensive, based on all the readings/materials from the course. Use the final exam review guide in preparation for the exam. **The Final Exam will open after the last class and close 5/09/23 (11:59PM)**	

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

Counseling Program 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/.

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GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/ http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see https://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 https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments . Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of

Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Assessment Rubric(s)

Ethical Decision-Making Interview and Model (Key Assignment: KPI A.1.a.1-CMHC; CACREP 2.F.1.b, 2.F.1.i, & 5.C.2.l)

Standard	%	4 Exceeds Standards	3 Meets Standards	2 Approaching Standards	1 Below Standards
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.l	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.
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.l	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 *one* 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.

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.l	20	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.	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.	Inadequate review and critique of the EDM process. Lacked step by step analysis and/or only minimally explored recommendations for improved decision-making.	Failed to accurately review and critique the EDM process. Did not identify alternative EDMMs and/or recommendations for improved decision-making.
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.l	20	Provided two or more clear, sophisticated recommendations for managing the ethical issue(s) presented. Empowered the class with new strategies and insight.	Provided two or more relevant and well-developed recommendations for managing the ethical issue(s) presented.	Included two recommendations, but recommendations were overgeneralized or not supported by the critical analysis presented.	Does not include *any* recommendations for managing the ethical issue(s) presented or recommendations lack sufficient depth or clinical utility.
5. Presentation Organization	20	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.	Moderately clear thesis statement. Students generally used transitions and logically flowed through information.	Presenters include thesis statement, but it is confusing or unclear. Mediocre use of transitions. Presentation order was confusing and difficult to follow.	No clear opening to the presentation or thesis statement. No logical flow or structure to the presentation.