

GEORGE MASON UNIVERSITY
College of Education and Human Development
Counseling & Development Program
72202-EDCD 602-001: Foundations In Counseling
Fall 2013 – 3 credits
Tuesdays 7:20-10:00 pm
Krug Hall 107

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Office Hours/Location: By appointment/Krug 201D

Course Description:

Emphasizes history of counseling; multifaceted role of counselors, professional organizations, and memberships; and APA style. Provides a thorough understanding of the CNDV Mission Statement, Mason's Honor Code and Professional Dispositions. Basic skills are briefly introduced and an orientation to multiculturalism and social justice is provided.

This course is designed to provide students with an introduction to the field of professional counseling. The main objectives of the course are to provide graduate students in counseling with knowledge about the history and foundations of counseling, the professional identity and multifaceted role of the counselor, C&D mission statement and its relationship to counseling, knowledge and understanding of the helping relationship, ethical and legal standards, familiarity with technological resources and its application to counseling, counseling research and writing, introduction into helping skills, practice of counseling in various settings, introduction to various trends in counseling, professional organizations and memberships, and APA style of writing.

Course Objectives/Student Outcomes:

1. Develop a working knowledge of what it means to be a counselor, including the historical, philosophical, theoretical, and professional foundations of counseling.
2. Develop a greater self-understanding of oneself in the counseling role through self-exploration and self-appraisal.
3. Gain knowledge about the definition of helping in terms of counseling and recognize basic counseling skills such as active listening and attending skills.
4. Identify and explore career possibilities within the counseling profession, and identify work setting in the profession.
5. Identify the role, function and professional identity of the community agency and school counselors.
6. Identify and explore the critical issues, trends, legal and ethical standards in the field of counseling.
7. Gain knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede client's

personal/social success, academic, career and overall development.

8. Gain knowledge and skills in the application of current and emerging technology and its relationship and implications to counseling.

9. Describe the relationship between the C&D program's mission statement and the current trends in counseling.

10. Become familiar with the requirements for professional counselor, the body of literature and research that is generic to the field, and professional preparation standards that impact the field as a whole.

11. Recognize the background, current requirements, and the impact of professional certification, licensure, accreditation practices, and public policy that impacts standards of the profession.

12. Become familiar with professional counseling organizations, their benefits, services, and the key role they play in support the profession, individual counselor, and clients.

13. Demonstrate a mastery of APA style.

Relationship to Program Goals and Professional Organization:

EDCD 602 is the core foundation course for master's degree students in the Counseling & Development [C&D] program. This course provides a framework in which to analyze assumptions underlying professional roles for which students are preparing to work. Emphasis will be placed on understanding the C&D's mission statement of Multicultural, Social Justice, Advocacy and Leadership and its relationship to the field of counseling and to the role and function of community agency and school counselors. The course provides a foundation for other courses in the program and addresses issues of research, technology, APA format, ethics, professional identity, basic counseling skills, professional portfolio, licensure, current trends in the field of counseling. As well as, understanding the C&D program requirements and program planning. EDCC 602 fulfills the requirements and standards for Foundations in Counseling in the following professional organizations: Virginia Department of Education, Virginia Department of Health Professions, American Counseling Association (ACA) Code of Ethics and Council for the Accreditation of Counseling and Related Educational Programs (CACREP-Section II.K.a: An understanding of all aspects of professional functioning; and CACREP-Section SCP.A: An understanding of professional functioning in School Counseling).

Required Texts:

Conyne, R.K., & Bemak, F. (2005). *Journeys to professional excellence*. Alexandria, VA: American Counseling Association.

Gladding, S. T. (2013). *Counseling: A comprehensive profession* (7th ed). Columbus, OH: Pearson.

Recommended Texts:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.) Washington, DC: Author.

Corey, M.S., & Corey, G. (2011). *Becoming a helper* (6th ed). Belmont, CA: Brooks/Cole.

Additional readings may be assigned and will be accessible online through electronic reserve or Blackboard.

Course Assignments:

All papers are to be written according to APA guidelines, including a title page and reference page (when you have cited sources in your paper). Points may be deducted from assignments that do not adhere to APA guidelines and/or page requirements. Grammar and style will also be taken into account when they detract from the presentation or understanding of the points made.

Assignment 1: Personal Reflection Paper, 1-2 pages double-spaced

DUE 9/10/13 (5 points)

Reflect on why you were attracted to the counseling profession. Non-degree students should reflect on what attracted you to take this course. Reflect in a meaningful way on the personal events that led you to this point being sure to describe why you were attracted to this profession/course (for non-degree students). Also include your current aspirations as a professional counselor. Non-degree students who do not plan to enter the counseling profession should reflect on how the information you learn in this course may enrich your professional life in the future (i.e., how will you use knowledge of counseling).

Assignment 2: Journeys Reflections, 1 page double-spaced

DUE 9/17/13 (a); 10/22/13 (b); and 11/26/13 (c) (5 points each x 3 = 15 points)

Select three chapters from *Journeys to Professional Excellence* that were particularly impactful for you. Write a one-page reflection paper responding to each chapter. Share why you chose that particular chapter being sure to discuss what was impactful and why.

(a) Choose from chapters 2, 3, 4- due 9/17/13

(b) Choose from chapters 5, 6, 7, 8, 9, 10- due 10/22/13

(c) Choose from chapters 11, 12, 13, 14, 15, 16- due 11/26/13

Assignment 3: Social Justice Mini Research Paper, 1-2 pages double-spaced

DUE 9/24/13 (5 points)

One of the unique aspects of the GMU C&D Program is its emphasis on social justice. Research the question "What does social justice in the counseling profession mean?" Write a paper discussing your findings. Be sure to cite at least two scholarly sources in your paper. The Counselors for Social Justice (CSJ) website (<http://counselorsforsocialjustice.com>) may assist you with this assignment.

Assignment 4: Cultural Interview, 2-3 pages double-spaced

DUE 10/29/13 (10 points)

Conduct an interview of someone who identifies as a different race, ethnicity, sexual orientation, or ability status than you do. When obtaining consent for the interview,

be sure to explain that the interview will be personal and that the purpose is for you to learn about the life experiences of someone different from yourself. Here is a list of questions that you should be sure to cover in your interview, but you are encouraged to expand upon this list as well.

- What cultural identities do you identify with?
- What meaning do your identities have for you?
- Are any of your identities more important to you than the others? If so, why and when?
- What do you like best about each of your cultural identities?
- What is a common misconception about people from your culture(s)?
- What do you wish people knew or understood about your culture(s)?
- How could someone go about learning more about your culture(s)?
- Have you ever felt excluded based on one or more of your identities?
- Have you ever experienced racism or other discrimination? In what form? How frequently?
- What can be done about racism and prejudice, in your opinion?
- What has it been like for you to discuss these questions with me?

Then, write a paper comparing and contrasting your experiences with those of the person you interviewed. What did you learn about yourself and the other person? Your paper should also include a reflection on what it was like for you to conduct this interview. What reactions did you have before, during, and after? What implications might your reactions have for you as you train to become a professional counselor? As a prerequisite to the interview, you should reflect on these questions for yourself. Come to class prepared to share your own answers on 10/1/13.

Assignment 5: Counseling Theory Research, bullet points okay (be sure to include a list of your references in APA format and be sure to bring a hard copy of your assignment to tonight's class)

DUE 11/5/13 (5 points)

You will be assigned a counseling theory to research. Gather enough information to have a basic understanding of your theory (no more than six bullet points). In class you will then be put in small groups with other students to prepare a brief, informal presentation to the class on the theory.

Assignment 6: Interview a Counselor, 2-3 pages double-spaced

DUE 11/19/13 (10 points)

Identify and interview a professional counselor who works (or has worked) in a setting similar to one you envision working in (i.e., schools, community agency, private practice, etc). You can use your natural curiosity to direct the questions for the interview, but be sure to explore the following:

- Duties/roles of the position

- What attracted them to this setting?
- What do they like and dislike about their current position?
- What opportunities to work with diverse clientele do they have?
- What opportunities to work on social justice issues do they have?
- Advice they would give to a new graduate student interested in their position/setting

Assignment 7: Final Paper, 3-4 pages double-spaced

DUE 12/3/13 (20 points)

There are two parts to this assignment: 1) Identify and discuss the three most impactful things you learned from this course. You may select things you learned from the class discussions, guest speakers, readings, or assignments. In your discussion of these things, be sure to explain why they were impactful and how you anticipate applying the learning in the future AND 2) Think about and describe the professional aspirations you have for your future. These can be aspirations for the kind of student you want to be and the experiences you want to have in this program or another program of study. It can be the professional aspirations you have for the near future and/or what you hope to be doing in 5, 10, or 20 years from now. In your discussion, be sure to explain where your aspirations come from and why they are important to you.

Class Participation (30 points)

Attendance, arriving to class on time, and actively participating in class discussions and activities are all included in the participation grade. In general, my grading of class participation is determined as follows:

A: Attends all classes, arrives on-time, and actively participates in most classes

A-: Attends all classes, arrives on-time, and moderately participates in most classes

B+: Misses one class, arrives on-time, and actively participates in most classes

B: Misses one class, arrives on-time, and moderately participates in most classes

B-: Misses one class and/or several times late to class and/or low participation in most classes

C: Misses one class and/or chronic lateness and/or minimal participation in most classes

Please note that in order to get an A or A- for class participation you must attend all scheduled classes.

***All admitted C&D students must turn in a completed Program Planning Sheet that has been reviewed and signed by your advisor- due 11/12/13.**

Assignment 1	5 points
Assignment 2	15 points
Assignment 3	5 points
Assignment 4	10 points
Assignment 5	5 points

Assignment 6	10 points
Assignment 7	20 points
Class participation	30 points

	100 points

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

Late Assignments:

All assignments are to be uploaded to Blackboard by the start of class (i.e., 7:20 pm). Late assignments will result in a point reduction.

Attendance Policy:

C&D attendance policy states that more than one unexcused absence will result in course failure. Excused absences are approved at the discretion of the instructor, but are rare and require documentation.

COLLEGE of EDUCATION and HUMAN DEVELOPMENT

TASKSTREAM REQUIREMENTS

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester. [See <http://cehd.gmu.edu/api/taskstream/>].

GMU POLICIES AND RESOURCES FOR STUDENTS

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/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 George Mason University 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.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and

inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions:

Students are expected to exhibit professional behavior and dispositions at all times.

The American Counseling Association (ACA) Code of Ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason University has adopted a set of performance criteria that is consistent with the ACA Code of Ethics. The C&D Program requires its students to exhibit the following:

Communication Skills

- Clear presentation and demonstration of multicultural competencies in counseling skills
- Clear oral communication
- Clear written communication
- Clear ability to demonstrate effective and supportive helping skills
- Clear ability to demonstrate effective listening skills

Collaboration

- Respect for the opinion and dignity of others
- Ability to collaborate with others
- Ability to demonstrate effective interpersonal skills
- Ability to participate as a colleague and team member in all aspects of professional training

Professionalism

- Commitment to multiculturalism and diversity
- Commitment to social justice as it relates to counseling
- Respect of multiculturalism and diverse cultures
- Demonstration of openness, willingness to learn, and positive attitude about multiculturalism and diverse cultures
- Commitment to the psychological well-being, health, and wellness for all people
- Sound judgment
- Integrity and honesty
- Ability to accept personal responsibility
- Ability to receive and reflect upon constructive criticism
- Positive attitude
- Ability to meet deadlines
- Ability to maintain confidentiality with clients, students, and colleagues
- Appropriate assertiveness
- Ability to manage stress

- Ability to meet requirements as stated in course syllabi
- Adherence to ACA ethical guidelines

Plagiarism Statement

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; 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 for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not 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, it will almost certainly ensure that writers will never be guilty of plagiarism. (Statement of English Department at George Mason University)

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

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

Course Schedule:

Date	Topics	Readings/Assignments Due
8/27/13	Introductions Review Syllabus/ C&D Policies Overview of Blackboard Setting the Stage	
9/3/13	What is Counseling? What Makes a	<u>Readings:</u> Gladding- Ch. 1

	Profession? Historical Perspectives Review APA Guidelines Library Resources	Pages 4-11 in Neukrug, E. (2012). <i>The world of the counselor: An introduction to the counseling profession</i> . Belmont, CA: Brooks/Cole. (Available on electronic reserve at http://library.gmu.edu)
9/10/13	Is Counseling for You? Characteristics of the Effective Helper	<u>Readings:</u> Gladding- Ch. 2 Journeys- Ch. 1 Ch. 4 (pages 69-90) in Neukrug, E. S., & Schwitzer, A. M. (2006). <i>Skills and tools for today's counselors and psychotherapists: From natural helping to professional counseling</i> . Belmont, CA: Brooks/Cole. (Available on electronic reserve at http://library.gmu.edu) DUE: Assignment 1
9/17/13	Understanding the C&D Program/Mission Reflections on Journeys	<u>Readings:</u> Counseling and Development Program and Mission Statement located at http://gse.gmu.edu/programs/counseling/ Journeys- Ch. 2, 3, 4 DUE: Assignment 2a
9/24/13	Understanding the C&D Program/Mission (continued) School Counseling Community Agency Counseling	<u>Readings:</u> Gladding- Ch. 17, 20 DUE: Assignment 3
10/1/13	Multicultural Counseling (Part 1)	<u>Readings:</u> Gladding- Ch. 4 Journeys- Ch. 5, 6, 7
10/8/13	Multicultural Counseling (Part 2)	<u>Readings:</u> Gladding- Ch. 5
10/15/13	NO CLASS due to Columbus Day schedule (Monday	

	classes being held on Tuesday this week; Tuesday classes cancelled)	
10/22/13	Basic Counseling Skills Reflections on Journeys	<u>Readings:</u> Gladding- Ch. 6 Journeys- Ch. 8, 9, 10 DUE: Assignment 2b
10/29/13	Basic Counseling Skills (continued) Transference/ Countertransference	<u>Readings:</u> Ch. 4 in Corey, M. S., & Corey, G. (2011). <i>Becoming a helper</i> (6 th ed.). Belmont, CA: Brooks/Cole. (Available on electronic reserve at http://library.gmu.edu) DUE: Assignment 4
11/5/13	Traditional Counseling Theories Non-Traditional Approaches to Counseling	<u>Readings:</u> Gladding- Ch. 9, 10 DUE: Assignment 5
11/12/13	Couples and Family Counseling Group Counseling	<u>Readings:</u> Gladding- Ch. 11, 16 Journeys- 11, 12, 13 DUE: Program Planning Sheet signed by advisor (admitted C&D students only)
11/19/13	Career Counseling College Counseling	<u>Readings:</u> Gladding- Ch. 15, 18 DUE: Assignment 6
11/26/13	Ethical, Professional, and Legal Issues Reflections on Journeys	<u>Readings:</u> Gladding- Ch. 3 Journeys- 14, 15, 16 DUE: Assignment 2c
12/3/13	Stress, Burnout, and Self-care Wrapping Up	DUE: Assignment 7

***** Instructor reserves the right to modify the syllabus as needed*****

Assessment Rubric for Final Paper

CATEGORY /POINTS	Exceeds standards (4 points)	Meets standards (3 points)	Approaching standards (2 points)	Below standards (1 point)
Discussion of three learning points from the course	Discussion is thorough, thoughtful and meaningful	Discussion is adequate	Discussion is limited	Discussion consists of less than three learning points
Discussion of your plan to apply the learning in the future	Discussion is thorough, thoughtful and meaningful	Discussion is adequate	Discussion is limited	No discussion of your plan to apply the learning in the future
Discussion of professional aspirations	Discussion is thorough, thoughtful and meaningful	Discussion is adequate	Discussion is limited	No discussion of professional aspirations
Grammar and writing style	Exceptionally well-written, grammatically correct, and understandable	Well-written, but displays a few grammatical errors	Writing style needs improvement and several grammatical errors	Poorly written, many grammatical errors
APA-format	Fully adheres to APA format	A few APA errors	Several APA errors	Limited evidence of APA style