

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

EDCD 602 (001) - Foundations in Counseling  
3 Credits, Fall 2016  
Wednesdays, 7:20 – 10:00 pm  
Krug Hall Room 107

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Provides students with an introduction to the field of professional counseling. Provides graduate students in counseling with knowledge about the history and foundations of counseling, the professional identity and multifaceted role of the counselor, program mission statement, and its relationship to counseling.

**Course Overview**

This course is designed to provide students with an introduction to the field of professional counseling. Provides graduate students in counseling with knowledge about the history and foundations of counseling, the professional identity and multifaceted role of the counselor, program 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, and professional organizations and memberships.

**Course Delivery Method**

Lecture and weekly blackboard discussion

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

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 counselors, and clients.
  13. Demonstrate a mastery of APA style.

### **Professional Standards (CACREP)**

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 the 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.

EDCD 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**

1. Gladding, S. T. (2013). *Counseling: A comprehensive profession* (7<sup>th</sup> ed). Columbus, OH: Pearson. (G)

2. Corey, M. S., & Corey, G. (2016). *Becoming a helper* (7<sup>th</sup> ed.). Independence, KY: Cengage Learning. (C&C)
3. Articles uploaded on Blackboard.
4. American Psychological Association. (2012). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.) Washington, DC: American Psychological Association.

### **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**

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

- **DUE 9/14/16 (5 points)**

- Reflect on why you were attracted to the counseling profession. What life events, relationships, experiences, etc. have led you to this point? 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.

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

- **DUE 9/28/16 (5 points)**

- (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. We will discuss in class how we define scholarly sources.

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

- **DUE 11/3/16 (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. We will discuss these questions in class too.

**Assignment 4: Interview a Counselor (2-3 pages double spaced)**

**DUE 11/30/16 (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.). Then discuss and reflect upon your interview in the paper (do not simply transcribe the counselor's answers). 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 5: Final Reflection Paper; 2-4 pages double spaced)**

**DUE 12/7/16 (20 points) (Performance Based Assessment)**

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. See rubric for grading details.

**Assignment 6: Blackboard Postings (20—2 points per post)**

Students will be expected to provide at least one Blackboard posting weekly starting the second week of class (September 7th) and ending the week of November 16<sup>th</sup>. Posting will focus on the assigned readings. All postings should be posted by 9am on the day of class.

## **Blackboard Expectations and On-Line Protocol**

Protocol for posting threads and contributing to an online discussion are as follows:

- a. Postings should be a minimum of 1 short paragraph and a maximum of 2 short paragraphs.
  - b. Avoid postings that are limited to “I agree” or “great idea”, etc. (These comments will be viewed as non-postings). Support your statements with concepts from research, readings or by sharing related examples or experiences.
  - c. Stay on target with the discussion – don’t go on extreme tangents.
  - d. Build on others’ responses to create threads.
  - e. Bring in related prior knowledge (work experience, prior coursework, research, readings, etc.)
  - f. Use proper etiquette (e.g., APA language style.)
- **Other Requirements**
    - **Course Participation (30 points)**

**Class Attendance and Participation:** Students are expected to attend each class and complete all reading assignments for class and Blackboard postings. Classroom participation is a vital part of this course. Students will contribute to class discussions/online discussions and engage in all the activities to foster a comprehensive understanding of the counseling profession and C&D program therefore attendance at all class sessions is critical. Please consider that absences will not only affect individual student learning, but will negatively impact other class-members as well. **Students who miss more than (1) class with unexcused absences will not receive a passing grade for the course. Late arrivals to class will affect your class participation grade; arriving more than 15 minutes late to class without prior instructor notification will count as an unexcused absence.** If there is a scheduling conflict that interferes with attendance during any portion of the class, students should see the instructor on the first class to discuss continuing in the class this semester or taking the course during another semester.

### **Technology Component**

All students must have, and use, their GMU email account. This is the official email address used by the Registrar, the Dean’s office, and C&D faculty and instructors. Students are expected to check their GMU email on a daily basis during the semester. If you have not already received your email account, you can complete the process at <https://mail-web.gmu.edu/>

### **C&D Professional Performance Criteria**

The American Counseling Association 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 College of Education and Human Development at George Mason University 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 standards

- **Course Performance Evaluation Weighting**

See assignments and other requirements

- **Grading Policies**

**Grading Scale**

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

**Grading Policy**

Grading will be based primarily upon the significance, thoroughness, accuracy, relatedness, logic and degree to which points made are effectively supported. Papers receiving an “A” grade will be outstanding in each area. Grammar and style will be taken into account when they detract from the presentation or understanding of the professional arguments made. As noted above points/grade will be deducted from assignments that do not follow APA guidelines and/or exceed the page limit.

**Professional Dispositions**

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

**Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical

leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for

the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

## Class Schedule

| <u>Date</u>                | <u>Topic</u>  | <u>Assignments/Readings</u>   |
|----------------------------|---|---|
| August 31 <sup>st</sup>    | Introduction and Overview<br>Historical Perspectives, C&D Program   |   |
| September 7 <sup>th</sup>  | C&D Mission & Worldview   | <b>Start Blackboard</b><br>G: Ch. 1,2<br>C&C: Ch. 1<br>BB Reading #1 Talleyrand       |
| September 14 <sup>th</sup> | Helping Relationship & Basic Skills   | C&C: Ch. 2<br>G: Ch. 6-8; <b>Assignment #1 due</b><br>BB Reading #2 Kottler           |
| September 21 <sup>st</sup> | Helping Relationship & Basic Skills<br>(continued) Counseling Concerns: Dealing<br>with Difficult Clients<br>Transference/Countertransference | C&C: Ch. 5-6<br>BB Reading #3 Lee   |
| September 28 <sup>th</sup> | Traditional Counseling Approaches   | G: Ch. 9-11, C&C: Ch. 7,14<br>BB Reading #4 Ivey<br><b>Assignment #2 Due</b>          |
| October 5 <sup>th</sup>    | Values & the Helping Profession   | C&C: Ch. 3,4<br>BB Reading #5 Pope  |
| October 12 <sup>th</sup>   | Ethical Issues in Counseling  | G. Ch. 3, C&C Ch. 8-9<br>BB Reading #6<br>Arredondo                                   |
| October 19 <sup>th</sup>   | Multicultural Counseling  | G. Ch 4-5, C&C Ch. 4<br>BB Reading #7 Helms   |
| October 26 <sup>th</sup>   | Multicultural Counseling  | BB Reading #8<br>Chung  |
| November 2                 | Non-Traditional Counseling<br>Approaches  | <b>Assignment 3 Due</b><br>BB Reading # 9 Bemak & Chung                               |
| November 9 <sup>th</sup>   | School Counseling/Community Agency<br>Counseling  | G: Ch. 15, 16, 17, 19, 20<br>C&C: 10, 11, 12<br><b>C&amp;D Program Planning Sheet</b> |

|                           |   |  |
|---------------------------|---|--|
| November 16 <sup>th</sup> | Community Resources Map/Group Presentations                                     | <b>Final BB posting</b>                |
| November 23 <sup>rd</sup> | No classes—Thanksgiving Holiday   |  |
| November 30               | Cross-Cultural Issues in Assessment & Diagnosis                                 | G. Ch 13-14<br><b>Assignment 4 Due</b> |
| December 7 <sup>th</sup>  | Trends & Special Issues in Counseling Stress, Burnout & Self Care Class Wrap Up | <b>Assignment 5 Due</b>                |

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

**Assessment Rubric(s)**

| <b>Weekly On-line Blackboard Discussions Rubric</b>   |   |  |  |  |
|---|---|--|--|--|
| <b>Criteria</b>   | <b>Excellent</b>  | <b>Good</b>  | <b>Average</b>   | <b>Poor</b>  |
| Responsiveness to discussion and demonstration of knowledge and understanding gained from each class session and readings | Very clear that the class session, readings and topics were understood and incorporated well into responses | Class session, readings and topics were understood and incorporated into responses | Postings have questionable relationship to session topics and readings | Not evident that session topics and readings were understood and/or not incorporated into the discussion |
| Adherence to on-line protocols  | All on-line protocols followed  | 1 on-line protocol not adhered to  | 2-3 on-line protocols not adhered to                                   | 4 or more on-line protocols not adhered to   |

1. Evaluation criteria for facilitating an on-line class discussion:
  - a. The discussants will demonstrate an ability to engage the audience in a discussion that is relevant to the topics of the class sessions and related concepts. This can be done in a variety of ways including but not limited to: posing engaging questions, eliciting responses, and engaging the learners in an activity or task
  - b. The discussants will demonstrate the ability to effectively organize the discussion. This includes keeping the discussion focused on the topic, providing structure (beginning arguments, closing arguments, wrap-up or synthesis)
  - c. The discussants will demonstrate the ability to respond to questions effectively. The discussants will demonstrate the ability to relate the concepts discussed in class sessions to personal and professional experience by using examples from every day practices, related media sources, etc.

**ASSESSMENT RUBRIC FOR FINAL PAPER  
(PERFORMANCE BASED ASSESSMENT) (20 points)**

|   | <b>Exceeds standards<br/>(4 points)</b>                               | <b>Meets standards<br/>(3 points)</b>               | <b>Approaching standards<br/>(2 points)</b>                    | <b>Below standards<br/>(1-0 points)</b>                        |
|---|---|---|--|--|
| <b>Discussion of three learning points from the course 5 points</b>         | Discussion is thorough, thoughtful and meaningful                     | Discussion is adequate                              | Discussion is limited  | Discussion consists of less than three learning points         |
| <b>Discussion of your plan to apply the learning in the future 5 points</b> | Discussion is thorough, thoughtful and meaningful                     | Discussion is adequate                              | Discussion is limited  | No discussion of your plan to apply the learning in the future |
| <b>Discussion of professional aspirations 5 points</b>                      | Discussion is thorough, thoughtful and meaningful                     | Discussion is adequate                              | Discussion is limited  | No discussion of professional aspirations                      |
| <b>Grammar and writing style/APA style 5 points</b>                         | 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                        |
| <b>APA-format</b>   | Fully adheres to APA format   | A few APA errors                                    | Several APA errors   | Limited evidence of APA style                                  |