

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education - Counseling & Development**

**EDCD 602: Foundations In Counseling**  
 Spring 2005 Mondays 7:20 – 10:00 Robinson A 352

**Instructor:** Octavia Madison-Colmore, Ed.D., NCC, LPC, LMFT

**Email:** Colmore1@juno.com

**Office Hours:** by appointment

**Course Description**

**Catalog:** Provides basic counseling skills. Emphasizes history of counseling, multifaceted role of counselors, professional organizations and memberships, and APA style of research. Introduces portfolio.

**Relationship to C&D Program Goals and Professional Organization [Council for Accreditation of Counseling and Related Educational Programs-CACREP]:**

EDCD 602 is the core foundation course for master's degree students in the Counseling & Development [C&D] program, whether they enter the profession in a school or community counseling setting. This course provides a framework in which to analyze assumptions underlying professional roles for which students are preparing to work. Experiences are designed to help students formulate ideas and plan to create realistic definitions of their future roles. Emphasis will be placed on understanding the requirements of C&D's counseling program, to include program plan and the integrated and ethical use of technology. Additional emphasis will be on C&D's basic mission statement, stressing the need for counselors to demonstrate Advocacy, Leadership, Social Justice, and Multicultural Competencies. Basic counseling skills, professional student portfolio, and APA format and research will be introduced.

- 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.

**Student Outcomes**

**At the end of this course, students should be able to:**

1. Identify key stages of evolution of counseling.
2. Describe various responsibilities and settings for school and community counselors
3. Evidence an awareness of issues pertaining to social reform & the counselor's responsibilities to the school and community agency clients.
4. Evidence an understanding of the basic legal/ethical principles of the counseling profession.
5. Demonstrate knowledge of current and developing issues in counseling.
6. Demonstrate knowledge of, and participation in, professional counseling organizations and standards.
7. Define the helping process and its stages; demonstrate the basic active listening skills and basic relationship skills.
8. Evidence understanding of academic requirements and responsibilities required for successful completion of C&D Program.
9. Demonstrate a fundamental mastery of APA writing and research.
10. Demonstrate mastery of basic technology skills.
11. Demonstrate understanding the role of the student's professional portfolio has in the C&D program.

**Nature of Course Delivery**

This course is taught using lectures, discussions, role-play scenarios, and case studies.

**Required Texts**

- 1) American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
- 2) Capuzzi, F. & Gross, D. R. (2005). *Introduction to the counseling profession* (4th ed.). Boston, MA: Allyn & Bacon.
- 3) Gladding, S. T. (2001). *Counseling dictionary: Concise definitions of frequently used terms*. Upper Saddle River, NJ: Prentice Hall.
- 4) King, A. (2001). *Demystifying the counseling process: A self-help handbook for counselors*. Boston, MA: Allyn & Bacon.

**NOTE: All written work submitted in the C&D program courses *must* conform to APA standards.** Students are expected to purchase the APA manual (5<sup>th</sup> edition) and consistently demonstrate successful application of its content. Sample portions of the APA manual appear in the "Style Guides and Manuals" link on the GMU library web guide at: <http://linguistics.byu.edu/faculty/henrichsen/apa/apa01.html>

### Other Required Readings

- 5) Selected articles from professional journals. Examples:  
*Journal of Counseling and Development.* (ACA).  
*Professional School Counseling.* (ASCA).  
*Journal of Mental Health Counseling.* (AMHCA).

### PROFESSIONAL DISPOSITIONS

GMU students are expected to exhibit professional behavior and dispositions. See: [www.gse.gmu.edu](http://www.gse.gmu.edu) for a listing of these dispositions. As counselor trainees, you have additional professional performance standards.

#### **C&D's Professional Performance Criteria (Effective February 25, 2003)**

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 Graduate School of Education 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 guidelines

The Professional Performance Criteria also be found on C&D's homepage:

<http://gse.gmu.edu/programs/counseling/policies.htm>

## GMU's HONOR CODE

*To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, **plagiarizing**, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly.*

Please refer to the university Catalog or Website at [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

NOTE: This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the *beginning* of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

NOTE: All written work submitted in C&D program courses *must* conform to APA standards. Students are expected to purchase the APA manual (5<sup>th</sup> edition) and consistently demonstrate successful application of its content. Sample portions of the APA manual appear in the "Style Guides and Manuals" link on the GMU library web guide at: <http://linguistics.byu.edu/faculty/henrichsen/apa/apa01.html>. Sample documents are also found on Blackboard. Remember, per APA, papers should be stapled together, not contained in binders, of any sort.

### Course Requirements / Assignments

1. Attend each class and complete reading assignments for class. As a graduate student, you are expected to arrive on time and stay for the entire class period. **Missing two classes could result in failing the course.** Meaningful participation to class discussions/activities is required.

**NOTE: Please turn off your cell phone before the start of class.**

2. **7:20 Quizzes.** Two quizzes on previous week's readings and lectures. There will be no make-up for missed quizzes or for late attendance on the day of the quiz.

3. **C&D Program Plan/Course Rationale Paper.** [C&D Students: Meet with your advisor prior to due date of assignment.]

a) Use APA format, to include:

i) Cover sheet:

(1) Running head should be:

(a) Program Plan-SC *or* Program Plan-CA [SC=School Counseling track; CA=Community Agency track] OR

(b) Course Rationale [for non-program students]

(2) Page header [same as running head]

(3) Page number

(4) The title of your paper is:

(a) Program Plan: School Counseling OR

(b) Program Plan: Community Agency Counseling OR

(c) Course Rationale (for Extended Studies Students)

(5) Byline:

(a) Name

(b) School Affiliation

(c) Advisor's Name: [NOTE – add this line for *this paper only*] Non-program students: You will put "Extended Studies" on this line

ii) Body of paper

(1) Students in Program:

(a) Timeline/courses [by semesters,] in chart format, for your personal completion of C&D program.

- (b) Identify grade levels or perspective community agency site locations for practicum and for internship.
- (c) Anticipated date of graduation.
- (2) Extended-Studies Students:
  - (a) One page paper providing a rationale for taking this course. [How does it fit with your professional/personal goals? What do you hope to get out of this course? etc]

**4. Social Justice Paper.** Review the grading rubric posted on Blackboard.

- a) Explore three social justice topics found on the internet. The three website topics must relate to school or community agency counseling. Write a six-page summary [two pages for each website] describing how each website promotes social justice and how this impacts your future work in your specific counseling field [either in school counseling or in community agency counseling]. Each website should focus on a separate social justice issue.
- b) Find one peer-reviewed counseling journal article to support one of your SJ findings. Cite the juried article in at least one of the website sections. Attach a hard copy of the article in the appendix section of your paper. Publication date must not exceed five years (i.e., 2000).
- c) Use APA format. Paper should include: cover page, abstract, body of paper, reference page, and appendix section for article inclusion.
- d) Length of paper: Seven pages [abstract and body of paper]. Each website reviewed should be approximately two pages. Start a new page for each website. This does not count cover sheet, reference sheet, or appendix section. Please meet, but do not exceed, this page limit.
- e) NOTE: While the use of technology is integral to much of your research, online articles may not be used unless they are from professional juried counseling journals.
- f) Be sure your abstract follows APA format. It should contain at least 80 words but does not exceed 120 words. Be sure your abstract is accurate, self-contained, concise, specific, non-evaluative, coherent, and readable. It should include a short definition of the term, “social justice.”
- g) Remember to use research citations throughout your work. Although some of this is reflective in nature, the majority of your paper must be based on the professional literature (i.e., from a professional counseling journal article and the specific websites).
- h) The title of your paper is: Social Justice and the Role of the [insert one that is applicable: Community Agency or Professional School] Counselor.
- i) The running head is: SJ-School or SJ-Agency
- j) For this paper only: Use the web page titles as the title of each page [i.e., as you review each website, the title of that page is the title of the website on which you are reviewing]. The running head will remain the same for the entire paper.
- k) NOTE: Each SJ website is reviewed separately. *Each review* contains the following:
  - i) Introductory paragraph: [NOTE: As with any paper, you always include an introductory paragraph. Remember, it does NOT get a heading level.] Briefly introduce the content of the paper, to include the social justice site web address and its sponsor. It should include a more detailed definition of the term that was offered in the abstract, as it pertains to (school or community agency) counseling.

**Heading levels for each website reviewed start here:**

  - ii) *Focus*. Describe the focus or type(s) of social justice highlighted in the specific websites.
  - iii) *Ethical Principles*. Briefly discuss the role of the counselor regarding social justice, integrating one or more of the five ethical fundamental principles, as appropriate.
  - iv) *Summary Statement*. Provide a reflective summary of the role of the counselor re: social justice. How does the work/focus on social justice, as portrayed from this website, impact your future work in your specific counseling field [school or community agency]? Do you agree with the website’s interpretation of the term? What are the strengths of the website? What are its areas for growth?
- l) Appendix Section
  - i) Includes supportive counseling journal article. Primary article must be hardcopy version obtained from a juried professional counseling journal.

## 5. Technology Component.

- a) Register with GMU to obtain GMU email account. NOTE: All students must have a GMU email account. This is the official email address used by Registrar and Dean's office.
- b) WEB SITE: Use Blackboard as the primary web link to access course instruction, documents, and to communicate with classmates. Blackboard address is: <http://blackboard.gmu.edu>
- c) Access web for professional national and state counseling organizations to include ACA, ASCA, AMHCA, VCA, and VSCA. Share information with instructor and classmates.

**NOTE:** Students must agree to abide by the GMU's policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

## 6. Team Reports. Review the grading rubric posted on Blackboard.

- a) Students will be assigned to specific teams to present information to the class about a particular topic.
- b) Reports will take 40 minutes – presentations will be timed.
- c) Presentations should demonstrate awareness of the various teaching/learning styles. Must use PowerPoint for presentation.
- d) All group members must evidence equal participation, both in workload and in presentation.
- e) Each group will be responsible for handouts to classmates.
- f) Each group will be responsible for the set-up of AV equipment, etc. It is suggested that you do your dry run on the classroom computer, to ensure that your disks, etc. are compatible with GMU equipment, and you are familiar with hardware.
- g) Each group member will hand in a separate packet to the instructor.
  - a. Each packet will contain a cover sheet, student's individual abstract summarizing the entire report, the group's PowerPoint slides, a reference page, an appendix section with the supporting journal article, and any extra handouts that are distributed to classmates.
  - b. Publication date for the supporting journal article must not exceed five years (i.e., 2000).
  - c. Be sure your abstract follows APA format. It should contain at least 80 words but does not exceed 120 words. Be sure your abstract is accurate, self-contained, concise, specific, non-evaluative, coherent, and readable.
  - d. The citations on the reference page include the chapter you are addressing and your handouts.
  - e. Remember to include an "Appendix" page and then your attachments.
    - i. Appendix A: Supportive Counseling Journal Article
      1. The journal article does not need to be discussed in paper.
    - ii. Appendix B: Professional Growth Opportunity Handouts
- h) The title of your paper is: Team Report: [insert the chapter title of your report].
- i) The running head is: TR- [and then a two or three-word description of the issue].

## 7. Professional Growth Opportunity Paper. [PGO]. Review the grading rubric posted on Blackboard.

- a) Write a paper to demonstrate the impact/learning that occurred when you attended a professional growth opportunity\*\* for school or community agency counselors. Use APA format (5<sup>th</sup> edition). Paper should include: Cover page, abstract, body of paper, reference page, and appendix section. The appendix is to include any handouts that are distributed. If none are available, then include the flyer or brochure that advertised your event. Remember to include an "Appendix" page and then your attachments.
- b) The title of your paper is: Professional Growth Opportunity: [and then name the specific event that you attended].
- c) The running head is: PGO – [and then a one or two-word description of the event you attended].
- d) Length of paper: Three pages [includes the abstract and the body of your paper]. This does not count cover sheet, reference sheet, or appendix section. Meet, but do not exceed, this page limit.
- e) Be sure your abstract follows APA format. It should contain at least 80 words but does not exceed 120 words. It should contain at least 80 words but does not exceed 120 words. Be sure your abstract is accurate, self-contained, concise, specific, non-evaluative, coherent, and readable.
- f) Include a journal article, in the Appendix section, that supports the topic/workshop you attended. The journal article must be from a professional counseling journal. Be sure to cite the journal article in the reference section.

- g) Use the following headings in the main body of the paper. [NOTE: As with any paper, you always include an introductory paragraph. Remember, it does NOT get a heading level.]
- i) *Summary Statement*. Objectively summarize the workshop/session that you attended. Highlight key issues relevant to your particular counseling field [school or community agency counseling]. Highlight, if any, evidence of C&D's perspective of leadership, multiculturalism, social justice, and advocacy that emerged throughout the PGO.
  - ii) *Personal Reflections*. Describe your reactions to the content of the professional growth opportunity that you attended. What did you learn? What impact did it make on your professional goal to be a school or community agency counselor? What were the strengths of the session? What were the areas for growth?
- h) Appendix Section
- i) Appendix A: Includes supportive counseling journal article. Primary article must be hardcopy version obtained from a juried professional counseling journal.
  - ii) Appendix B: Includes handouts/advertisement flyer from PGO.

**\*\*Examples of Professional Growth Opportunities:**

CSI sends out some of the. PGOs, as they learn of them.

**8. Final Examination.** Examination will cover materials from class lectures and readings. Exam will include multiple choice and true/false questions.

**Grades:** Grading rubrics are listed on Blackboard.

100-97=A	96-94=A-	93-91=B+	90-87=B	86-84=B-	83-80=C	79-0=F
Participation.....5		Team Reports.....15		Social Justice Paper.....15		
Weekly Quizzes.....25		PGO assignment.....15		Final Examination.....25		

Grading on written work will take into account the following factors: quality of written work, knowledge of content area, APA format, and adherence to requirements of assignment. **As a graduate student, it is expected that all of your work will be turned in on the assigned dates. If an assignment is accepted at a later date, it is subject to a penalty of 10% of the award for every day it is overdue.**

### EDCD 602 - Class Schedule

<u>DATE</u>	<u>ACTIVITY / TOPICS</u>	<u>ASSIGNMENTS DUE</u>
Jan. 24	Overview and Intro. of course Email account/Blackboard website Requirements of C&D program/C&D Mission statement/Procedures	
Jan. 31	Room location: Computer Lab-A352 APA, Library Resources-Starting Research	C&G pp. 100-122 APA Manual
Feb. 7	The Counseling Profession: Historical Perspective Professional Associations	C&G pp. 3-55
Feb. 14	<b>7:20 Quiz #1</b> Ethical and Legal Considerations in Counseling	C&G pp. 75-99
Feb. 21	The Helping Relationship: Basic Counseling Skills – Part One	C&G pp. 56-74 King pp. 7-33 <b>DUE: C&amp;D Program Plan or Course Rationale Paper.</b>

[Feb. 25 – Graduate Student Conference. University Center at the College of William and Mary]

EDCD 602 - Class Schedule  
[Continued]

Feb. 28	Basic Counseling Skills – Part Two	King pp. 34-57 Ivey/Egan packet
Mar. 7	<b>7:20 Quiz #2</b> Room location: Computer Lab-A352 Counseling and Technology	<b>DUE: Social Justice Paper</b> C&G pp. 123-152
<b>March 14</b>	<b>GMU Spring Break – No classes</b>	
March 21	Counseling in Specific Settings – School Mid-semester evaluation of course	C&G pp. 291-338
March 28	Role of the Counselor Counseling in Specific Settings – Community Agency	C&G pp. 291-338
April 4	Team Reports: Group #1 – Counseling the Older Adult [pp. 383-400] Group #2 – Counseling Couples and Families [pp. 401-429]	<b>DUE: Team reports</b> <b>40 min.each</b>
April 11	Team Reports: Group #3 – Counseling GLB Clients [pp. 430-464] Group #4 – Counseling People of Color [pp.465-483]	<b>DUE: Team reports</b> <b>40 min.each</b>
April 18	Team Reports: Group #5 – Counseling Clients with Disabilities [pp. 484-505]	<b>DUE: Team reports</b> <b>40 min.each</b>
April 25	Professional Growth Opportunity reports Class evaluation	<b>DUE: PGO assignment</b>
May 2	Professional Growth Opportunity reports Final Exam	Have a <u>great</u> break!