

GEORGE MASON UNIVERSITY
Graduate School of Education

EDCD 602.002: Foundations In Counseling
Fall 2009

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Office Hours: By appointment only

Class Time & Location: Tuesday Evenings 7:20 – 10:00 P.M. Robinson Hall A210

Mission Statement:

The Counseling and Development 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.

Course Description

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 with knowledge about the history and foundations of counseling, the professional identity and multifaceted role of the counselor, the Counseling and Development 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 to 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. Understand the role of social justice and advocacy in the counseling profession.
8. Understand cultural diversity within the context of the counseling field.
9. 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.
10. Gain knowledge and skills in the application of current and emerging technology and its relationship and implications to counseling.
11. Describe the relationship between the C&D program's mission statement and the current trends in counseling.
12. 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.
13. Recognize the background, current requirements, and the impact of professional certification, licensure, accreditation practices, and public policy that impacts standards of the profession.
14. Become familiar with professional counseling organizations, their benefits, services, and the key role they play in support of the profession, individual counselors, and clients.
15. 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.

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).

Professional Dispositions

As posted on C&D homepage:

http://gse.gmu.edu/programs/counseling/professional_performance.htm

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

Required Texts:

Coyne, R. K., & Bemak, F. (Eds.). (2005). *Journeys to professional excellence: Lessons from leading counselor educators and practitioners*. Alexandria, VA: American Counseling Association.

Corey, M. S., & Corey, G. (2007). *Becoming a helper* (5th ed.). Belmont, CA: Brooks/Cole.

Gladding, S. (2009). *Counseling: A comprehensive profession*. Columbus, OH: Pearson.

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

Other Required Readings:

Selected articles from professional journals (e.g.)

Journal of Counseling and Development
Journal of Multicultural Counseling & Development
Journal of Specialist in Group Work
Professional School Counseling
Journal of Mental Health Counseling
Journal of Counseling Psychology
Journal of Cross-Cultural Psychology
Cultural Diversity & Ethnic Minority Psychology
Journal of Community Psychology
Counselor Education and Supervision
Child Development
Journal of Consulting and Clinical Psychology

Articles are NOT limited to the above journals.

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.*** For further information, please refer to the university Catalog or Website at www.gmu.edu/catalog/9798/honorcod.html

NOTE: The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. **If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester** so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).

Note: GMU requests that students turn off their pagers and/or cell-phones before class begins.

Course Requirements/Assignments

Details of Assignments/Requirements will be given on the first day of class, as well as, posted on Blackboard (under Course Documents)

Evaluation and Grading

<u>Assignments</u>	<u>Points</u>	<u>Due</u>
Assignment 1 (CSJ website)	6	9/15/09
Assignment 2 (Role of Counselor)	12	10/06/09
Assignment 3 (Team Presentations)	15	10/20/09
Assignment 4 (Social Justice Services)	10	11/03/09
C&D Students Only Submit Program Plan		
Assignment 5 (Journal Reviews)	20	11/17/09
Assignment 6 (Professional Development)	10	12/01/09
Technology Participation	12	
Participation/Attendance	15	
(Includes 4 questions per week on Corey & Corey assigned readings).		

100

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.*

First Day of Class is Mandatory – Anyone not able to attend the first day of class will not be admitted to the class for this semester and must enroll during another semester.

Grading Scale:

A= 100-97; A- = 96-94; B+= 93-91; B= 90-87; B- =86-84; C= 83-80; F=below 70

Tentative Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading Assignments</u>
Class 1 9/01/09	Introductions and Overview of Course <i>Start Blackboard</i>	
Class 2 9/08/09	Library Tour Historical Perspective Personal and Professional Aspects of Counseling, Is Counseling for You? <i>Blackboard</i>	Gladding 1,2, Appendix D; Journeys 1,2; Corey & Corey 1,2
Class 3 9/15/09	Ethical and Legal Issues Knowing Your Values <i>Assignment 1 Due, Blackboard</i>	Gladding 3, Appendices A,B; Journeys 3; Corey & Corey 8, 9
Class 4 9/22/09	Multiculturalism, Cultural Diversity <i>Blackboard</i>	Gladding 4, 5; Journeys 4,5; Corey & Corey 7
Class 5 9/29/09	Helping Stages Building Counseling Relationships	Gladding 6, 7, 8; Journeys 6, 7; Corey & Corey 4, 6

	Common Concerns of Beginning Helpers <i>Blackboard</i>	
Class 6 10/6/09	ACA/ASCA Visit <i>Assignment Due 2</i> <i>Blackboard</i>	
Class 7 10/13/09	NO CLASS <i>Blackboard</i>	
Class 8 10/20/09	Counseling Theories (Team Presentations) <i>Assignment 3 Due, Blackboard</i>	Gladding 9, 10; Journeys 8, 9, 10; Corey & Corey 5
Class 9 10/27/09	Managing Boundaries Group Counseling, Working with Groups <i>Blackboard</i>	Gladding 11; Journeys 11, 12 Corey & Corey 10, 12
Class 10 11/3/09	Marriage, Couple, and Family Counseling, Helper, Know Thyself <i>Assignment 4 Due, Blackboard</i>	Gladding 16; Journeys 13, Corey & Corey 3
Class 11 11/10/09	School Counseling Community Counseling/Mental Health College Counseling <i>C&D Student Program Plan Due,</i> <i>Blackboard</i>	Gladding 17, 18, 19, 20; Journeys ; <i>14;</i> Corey & Corey 11
Class 12 11/17/09	Consultation, Evaluation and Research, Testing, Assessment & Diagnosis <i>Assignment 5 Due, Blackboard</i>	Gladding 12, 13, 14, Appendix C; Journeys 15, 16
Class 13 11/24/09	Career Counseling <i>Blackboard</i>	Gladding 15; Journeys 17;
Class 14 12/1/09	Stress and Burnout, Self Care, Special Issues <i>Assignment 6 Due, Final Blackboard</i>	Corey & Corey 13
Class 15 12/8/09	Pulling it all Together	
Class 16 Finals Week		

** Content of the course is subject to change based on the unique characteristics of the class and course content.

Scoring Rubrics for Class Participation EDCD 602

STANDARD	EXCEEDING - A	ADEQUATE – B	EMERGING – C	NOT PRESENT F
#1. Content Knowledge – knowledge base	Regularly volunteers substantive observations that indicate reflection and analysis appropriate to topic, lecture, or assigned readings. This occurs several times in each class.	Occasionally volunteers substantive observations that indicate reflection and analysis appropriate to topic, lecture, and/or assigned readings. This occurs several times within one to two classes.	Rarely volunteers comments that indicate familiarity with topic, lecture, or assigned readings. This occurs one time within two – four classes.	Never volunteers comments that indicate familiarity with topic, lecture, or assigned readings.
#1. Content Knowledge – knowledge base	Regularly volunteers answers to instructor’s questions with substantive responses that indicates reflection and analysis appropriate to topic, lecture, or assigned readings. This occurs several times in each class.	Occasionally volunteers answers to instructor’s questions with substantive responses that indicates reflection and analysis appropriate to topic, lecture, or assigned readings. This occurs several times within one to two classes.	Answers questions only when called on. Remarks are sometimes substantive responses that indicate reflection and analysis appropriate to topic, lecture, or assigned readings. This occurs one time within two – four classes.	Answers questions only when called on. Remarks are never substantive responses that indicate reflection and analysis appropriate to topic, lecture, or assigned readings.
#2. Content Knowledge – small group exercises.	Actively participates in role-play activity. Always substantively contributes to discussion regarding role-play activity.	Actively participates in small group activities. Most contributions are of a substantive nature regarding role-play activity.	Participates in small group activities but rarely contributes to substantive discussion regarding role-play activity.	Participates in small group activities but never participates in meaningful way in small group discussion of role-play activity.

EDCD 602 Blackboard Guidelines, Expectations and On-Line Protocol

1. Protocol for posting threads and contributing to an online discussion are as follows:
 - a. Postings should be evenly distributed during the discussion period (not concentrated all on one day, or at the beginning/end of the semester). **It is expected that every student at least twice a week will make a posting. For each week the person doing the lead posting should post no later than Thursday 8:00 p.m. Remaining Blackboard group members must post by the next day, Friday, at 8:00pm. The second posting for each week does not require the lead person to begin so that anyone in the Blackboard group can start. The second postings may begin on Friday of any week at 9:00am and everyone must complete the second posting no later than Sunday at 8:00 p.m. Half point deduction will be given to postings that do not meet the time deadlines or are not posted in accordance with the Blackboard guidelines. Postings will**

start after the first class on 9/01/09 and end on the last day of class, 12/08/09. Postings must be done following the first class.

- b. Postings should be a minimum of 1 short paragraph and a maximum of 2 short paragraphs
 - c. 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 personal related examples or experiences.
 - d. Stay on target with the discussion – don’t go on extreme tangents.
 - e. Build on others’ responses to create threads.
 - f. Bring in related prior knowledge (personal and work experience, prior coursework, research, readings, etc.)
 - g. Use proper etiquette (e.g., APA language style.)
2. Tips for posting to discussion forums:
- a. How do I post successfully? How do I get my classmates to read my postings?
 - i. Think of assignment in terms of a dialogue and not a writing exercise. You may want to engage yourself in a discussion about the text and issues of the course.
 - ii. Before you post – think about the assignment first and take notes before you read other responses.
 - iii. Think of a thesis and how you can support it.
 - iv. Read other postings after you’ve written yours
 - v. Respond to one that contradicts or supports your own thoughts; one that is lacking evidence or seems to fall short on an aspect important to you.
 - vi. In your response, you can also turn your own thoughts into questions; offer your argument; play the devil’s advocate; ask challenging questions.
 - vii. If you are the first to post: post with a careful analysis and strong (bold) argument (thesis) and open-ended questions to invite dialogue.
 - viii. It helps readers of your posting if you include a specific quotation from the message to which you’re responding.
 - ix. Choose your entry title carefully. Make it compelling.
 - x. Once you have posted, check back regularly to see if anybody has replied to you. Get the dialogue going.

3. Rubric for evaluating on-line discussions:

Weekly On-line Discussions Rubric				
Criteria	Excellent	Good	Average	Poor
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

4. 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:
 - i. Posing engaging questions
 - ii. Eliciting responses
 - iii. Engaging the learners in an activity or task
- b. The discussants will demonstrate the ability to effectively organize the discussion. This includes:
 - i. Keeping the discussion focused on the topic
 - ii. Providing structure (beginning arguments, closing arguments, wrap-up or synthesis)

- iii. Staying within the timeframe allotted for discussion
 - iv. Using effective media
- 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.

Scoring Rubrics for Team Presentations – 15 points

Students will be assigned to specific groups/teams to present information to the class about a particular topic.

Each group/team will submit a paper with his/her abstract, the group's PowerPoint presentation, references, and any additional handouts.

FOCUS	EXCEEDING-3	ADEQUATE-2	EMERGING-1	NOT PRESENT-0
Abstract	<p>[1.0 pt.]</p> <ol style="list-style-type: none"> It must follow APA 6th edition 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 summarize the entire report/presentation. It should be written in an objective, third person, voice. 	<p>[.5 pts.]</p> <p>Abstract fails to address one of the previously described components.</p>	<p>[.25 pts.]</p> <p>Abstract fails to address two of the previously described components.</p>	<p>[0 pts]</p> <p>Abstract fails to address all of the previously described components.</p>
Demonstration of the various teaching/learning styles	<p>[1.0 pts.]</p> <ol style="list-style-type: none"> Selected and modeled appropriate, creative, and varied teaching/learning styles. Used PowerPoint slides as talking points [i.e., did not read information to audience from slides/notes]. Effectively and appropriately used class participation as part of the presentation. Made sure that the <i>entire</i> audience was addressed during the presentation [i.e., don't just look at instructor]. 	<p>[.5 pts.]</p> <p>Fails to address one of the previously described components.</p>	<p>[.25 pts.]</p> <p>Fails to address two of the previously described components.</p>	<p>[0 pts.]</p> <p>Fails to address all of the previously described components.</p>
Professional stance during presentation	<p>[1.0 pts.]</p> <ol style="list-style-type: none"> All group members checked AV equipment prior to class presentation. AV equipment was ready and in working order. All presenters acted and dressed in a professional manner during presentation. 	<p>[.5 pts.]</p> <p>Fails to address one of the previously described components.</p>	<p>[.25 pts.]</p> <p>Fails to address two of the previously described components.</p>	<p>[0 pts.]</p> <p>Fails to address all of the previously described components.</p>
Accuracy of content area	<p>[2.5 pts.]</p> <ol style="list-style-type: none"> Presenters evidenced thorough knowledge and accuracy of content area. Presenters focused on the key issues of topic area. Presenters were able to accurately address questions posed by the audience on this topic area. 	<p>[2.0 pts.]</p> <p>Fails to address one of the previously described components.</p>	<p>[1.0 pts.]</p> <p>Fails to address two of the previously described components.</p>	<p>[0 pts.]</p> <p>Fails to address all of the previously described components.</p>

Quality of handouts	<p>[1.0 pts.]</p> <ol style="list-style-type: none"> Handouts contained thorough information on topic area. Handouts were legible. Handouts were visually appealing. 	<p>[.5 pts.]</p> <p>Fails to address one of the previously described components.</p>	<p>[.25 pts.]</p> <p>Fails to address two of the previously described components.</p>	<p>[0 pts.]</p> <p>Fails to address all of the previously described components.</p>
Equal Participation	<p>[2.5 pts.]</p> <ol style="list-style-type: none"> Evidence that each group member participated equally in developing the content information. Evidence that each group member participated equally in presenting the content information. 	<p>[2.0 pts.]</p> <p>Fails to address one of the previously described components.</p>	<p>[1.0 pts.]</p> <p>Fails to address both of the previously described components.</p>	<p>[0 pts.]</p> <p>Fails to address both of the previously described components</p>
Writing Mechanics per APA [pp. 31-110]	<p>[2.5 pts]</p> <ol style="list-style-type: none"> Grammar Punctuation Spelling Syntax 	<p>[2.0 pts.]</p> <p>Fails to address one of the previously described components.</p>	<p>[1.0 pts.]</p> <p>Fails to address two or three of the previously described components.</p>	<p>[0 pts.]</p> <p>Fails to address all of the previously described components.</p>
APA format per 6th edition	<p>[2.5 pts.]</p> <ol style="list-style-type: none"> Title Running head Page headers Byline & affiliation Font – Times New Roman Font Size – 12 Margins – 1” Abstract – no indent Spacing: <ol style="list-style-type: none"> Five spaces between header and pagination One space after punctuations Justify Left <i>not</i> Center Double space throughout paper. Reference/citations [Be sure to include the citation for your specific chapter and the reference for your journal article.] Appendix 	<p>[2.0 pts.]</p> <p>Fails to address one to two of the previously described components.</p>	<p>[1.0 pts.]</p> <p>Fails to address three to four of the previously described components.</p>	<p>[0 pts.]</p> <p>Fails to address five or more of the previously described components.</p>
Assignment requirements	<p>[1.0 pts.]</p> <ol style="list-style-type: none"> Cover sheet <ol style="list-style-type: none"> Running head per syllabus Title per syllabus Abstract PowerPoint Presentation Reference sheet. [Remember, publication dates do not exceed five years from today.] Appendix pages & sections include supportive journal article and appropriate handouts. Time limit – 35 minutes [to include Q&A]. 	<p>[.5 pts.]</p> <p>Fails to address one to two of the previously described components.</p>	<p>[.25 pts.]</p> <p>Fails to address three to four of the previously described components.</p>	<p>[0 pts]</p> <p>Fails to address five or more of the previously described components.</p>

Course Requirements / Assignments

Each week students will submit in class 4 typed questions from the Gladding and Corey & Corey assigned readings (two questions/comments from each). No hand-written questions will be accepted. Points will be deducted if the 4 questions are not submitted in class.

Assignment 1 (6%): Counselors for Social Justice Website: Students will go to the Counselors for Social Justice (CSJ) website and look at the various CSJ newsletter (go the American Counseling Association website, www.counseling.org, the CSJ website is under divisions). Based on your review of the newsletter write a one page summary on a recent article and your reaction to that article. Only one brief paragraph should be the summary of the article while the over half of the assignment should be your reaction. Assignment is due 9/15/09*

Assignment 2 (12%) Role of Counselors: Research on two counselors in different counseling positions or settings (e.g., school, community agency, private practice, business). Submit a 2 page assignment which includes the following: One-half page summary on each counselor describing the role of the counselor in that particular setting. One page focusing on your ideas and suggestions on how two counselors in different settings can work collaboratively and one-half page on how each of these counselors, in your opinion, might work more effectively towards social justice *and* culturally sensitive counseling interventions. The Assignment is due 10/6/09*

Assignment 3 (15%) Team Presentations: Students will be assigned to specific groups/teams to present information to the class about a counseling theory. Each group/team will submit a paper with his/her abstract, a two-page summary of the group's presentation, PowerPoint slides, references, and any additional handouts. *See Scoring Rubric.* The assignment is due on 10/20/2009*

Assignment 4 (10%) Social Justice Services: Students will choose a social justice topic (i.e., discrimination, homelessness, poverty, violence, etc) and research two local human service organizations that provide support services regarding that topic. Write a two page paper (one page per organization) describing the services provided and how these organizations will impact your future work in counseling Assignment due 11/03/09*.

Assignment 5 (20%) Journal Reviews: Review 5 professional journals in the field of counseling and psychology. For 2 of the 5 journals submit a written one page summary of each journal which includes 1) commentary on the unique aspects of each journal's focus, and 2) one-half page on the potential value to you and other counseling professionals. For all 5 journals submit one-half page summary of one article in each of the journals. The total assignment should be no longer than 4.5 pages in length. The assignment is due on 11/17/09*.

Assignment 6 (10%) Professional Development: Students will reflect from the course materials, readings, assignments, class exercises and will write a 3 page paper describing a) an analysis why they entered the field of counseling. This should NOT include your aspirations to help people, your ability to listen, or your ability to give good advice, but rather, a more indepth review of your own personal earlier history, experiences, and reasons that prompted you to enter the field of counseling (1 1/2 pages), b) Self recommendations for personal change to become an effective counselor in the future (1/2 page) and c) What you would hope to accomplish in this profession given the type of training you will receive from the C&D program, i.e., your hopes, dreams and aspirations for your professional future (1 pages) The assignment is due 12/01/09*.

*** NOTE:**

- The deadlines for papers are strictly observed. Late papers without prior permission from the instructor will not be accepted.
- Page limit on assignments does not include title page, abstract, references or appendices.
- All written work submitted *must* conform to APA 6th Edition standards. Sample portions of the APA manual appear in the "Style Guides and Manuals" link on the GMU library web guide at: <http://library.gmu.edu/resources/edu>

Papers that are not in APA 6th edition format and/or are over the page limit will result in grade deduction

Technology (12%): Students will 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 the Registrar and Dean's office. <http://mail.gmu.edu>

Blackboard: Students will use Blackboard as a primary weblink to access course instruction, documents, and to communicate with instructor and classmates. The Blackboard site is: <http://courses.gmu.edu>. Instructions will be given in the first class on how to access Blackboard. Students will be expected to regularly participate in Blackboard discussions. (See Blackboard under Course Documents for Blackboard guidelines, expectations and on what are acceptable comments for participation on Blackboard). Grades for this component of the course will be determined by the quality of discussion on Blackboard, adhering the attached guidelines, and whether the posting is within the timeframe as stated on Blackboard discussion group. Half a point grade deduction will be given for each no or late postings that are not within the timeframe. Blackboard discussions will be on the assigned weekly readings (see syllabus). Blackboard discussion will begin on 9/01/09 (Class 1).

Participation and Attendance in Class (15%): Classroom participation is a vital part of this course. Due to the limited time frame, class attendance is indispensable. Therefore it is expected that students will attend all classes (which includes arriving on time and staying for the entire class) and participate fully in class discussions and exercises. Grades for this portion will be assigned due to the quality of participation. If students miss more than 1 class without an acceptable reason (e.g., family emergency, illness with a doctor's certificate) it will affect the participation/attendance grade. If students miss 2 or more classes without acceptable reasons students will not receive a passing grade for the course. If there is a scheduling conflict that interferes with attendance during any portion of the class students should see the instructor in the first class to discuss continuing in the class this semester or taking the course during another semester. See grade rubric

Students Admitted to the C&D Program: To obtain full participation points students who are admitted in the program must meet with their advisor to overview their program plan. Students need to provide evidence of this meeting by either email confirmation of the meeting with their advisor or a copy of their program plan. **This is due on 11/03/09.**