

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**Counseling & Development Program**  
**EDCD 602: Foundations In Counseling**  
**Spring 2012**

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**Office Hours:** By appointment

**Class Location:** West Building 1004– 4:30 to 7:10 p.m.

**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 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. 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:**

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions, as well as, the C&D professional Disposition, as posted on C&D homepage.

### **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 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

#### **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

#### **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

#### **Required Texts:**

Gladding, S. T. (2009). *Counseling: A comprehensive profession (6th ed)*. Columbus, OH: Pearson.

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

Corey, M.S., & Corey, G. (2007, 2011). *Becoming a helper (6th ed.)* Brooks/Cole.

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

**Selected articles from professional journals (e.g.)**

*Journal of Counseling and Development*  
*Journal of Multicultural Counseling & Development*  
*Journal for Social Action in Counseling & Psychology*  
*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.

**GMU's Plagiarism Policy**

**The following two paragraphs are taken directly from GMU's website re: plagiarism.**

***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 academic setting. Student writers are often 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.*

***Plagiarism and the Internet***

*Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original*

*source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.*

## **COLLEGE of EDUCATION and HUMAN DEVELOPMENT**

### ***Student Expectations:***

- Students must adhere to the guidelines of the George Mason University Honor Code.
- 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.
- Students must follow the university policy for 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### ***Campus Resources:***

- 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.
- 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.
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website.

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

## Evaluation and Grading

Assignments	Points	Due
Assignment 1	10	2/06/12
Assignment 2	15	2/20/12
Assignment 3	20	3/05/12
Assignment 4	10	4/02/12
 <b>C&amp;D Students Only Submit Program Plan 4/02/12</b>		
Assignment 5	20	4/30/12
Blackboard Responses	10	(1) 2/06/12 (2) 2/27/12 (3) 3/26/12 (4) 4/30/12
Class Participation/Attendance	15	
Journal Assignments/Readings		
	100	

### Attendance Policy:

**EDCD 602 is a graded course.** Included in the assignments is the requirement that the following must be met to receive a passing grade:

- Completion of all assignments of acceptable quality, turned in by date due.
- Attendance at all classes. More than one unexcused absence will result in course failure and lateness to class will affect your participation grade.
- Active classroom participation including discussion of reading materials, providing and accepting constructive feedback and suggestions for and from classmates and instructor is expected.

Grading also will be based primarily upon the significance, thoroughness, accuracy, relatedness, logic and degree to which points made are effectively supported. Papers receiving the highest numerical 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.

### Grading Scale:

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

## Course Schedule

Date	Topic	Assignments
Class 1 1/23/2012	Introductions and Overview of Course	
Class 2 1/30/12	Historical Perspective Personal and Professional Aspects of Counseling Is Counseling for You?	Gladding 1, 2 C & C 1 Journeys 1, 2
Class 3 2/6/2012	Helping Relationship & Basic Skills <b>BLACKBOARD (1)</b> <b>ASSIGNMENT 1 DUE</b>	Gladding 6 C & C 5 Journeys 3
Class 4 2/13/2012	Counseling Concerns: Dealing with Difficult Clients, Transference/Counter-transference	Gladding 7 Journeys 4, 5 C & C 4
Class 5 2/20/2012	Multi-Culturalism, Cultural Diversity <b>ASSIGNMENT 2 DUE</b>	Gladding 4, 5 C & C 7 Journeys 6, 7
Class 6 2/27/2012	Managing Boundaries Group Counseling, Working with Groups <b>BLACKBOARD (2)</b>	Gladding 11 Journeys 11, 12 C & C 12, 9
Class 7 3/5/2012	Counseling Theories/Approaches ( <b>TEAM PRESENTATIONS</b> ) <b>ASSIGNMENT 3 DUE</b>	Gladding 9, 10 Journey 8, 9, 10 C & C 6
Class 8 3/12/2012	<b>SPRING BREAK</b>	
Class 9 3/19/2012	Ethical & Legal Issues in Counseling Helper, Know Thyself	Gladding 3 Journeys 13 C & C 8
3/26/2012	<b>NO CLASS</b> <b>BLACKBOARD (3)</b>	
Class 10 4/2/2012	Marriage, Couple, and Family Counseling Helper, Know Thyself <b>ASSIGNMENT 4 DUE</b>	Gladding 16 C & C 3
Class 11 4/9/2012	Consultation, Evaluation, Research	Gladding 12, 13 Journeys 15 C & C 10



Class 12 4/16/2012	School, Community Counseling Mental Health	Gladding 17, 20 C & C 13 Journeys 14
Class 13 4/23/2012	Career Counseling College Counseling	Gladding 15, 18 Journeys 16
Class 14 4/30/2012	Stress and Burnout, Self-Care <b>BLACKBOARD (4)</b> <b>ASSIGNMENT 5 DUE</b>	C & C 11, 17 Journeys 17

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

**NOTE: For the JOURNEYS readings please be prepared to share for discussion. There will be speakers throughout the semester to share information relating to specific topics.**

### **EDCD 602 BLACKBOARD GUIDELINES, EXPECTATIONS AND ON-LINE PROTOCOL**

1. Protocol for posting threads and contributing to an on-line 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 once a week will make a posting. For the week the person doing the lead posting should post no later than Wednesday. Remaining class members must post/respond by Sunday 8:00 pm.
- 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 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 experiences, 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?
  - Think of the 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.
  - Before your post—think about the assignment first and take notes before you read other responses.
  - Think of a thesis and how you can support it.
  - Read other postings after you have posted yours.
  - 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.
  - In your response, you can also turn your own thoughts into questions; offer your argument; play the devil’s advocate; ask challenging questions.

- If you are the first to post: post with a careful analysis and strong (bold) argument (thesis) and open-ended questions to invite dialogue.
- It helps reading of your posting if you include a specific quotation from the message to which you're responding.
- Choose your entry title carefully. Make it compelling.
- Once you have posted, check back regularly to see if anybody has replied to you. Get the dialogue going.

## **Course Requirements / Assignments**

### **Assignment 1 (10 points) Counselors for Social Justice:**

Students will go to the Counselors for Social Justice (CSJ) website or other counseling sites (American Counseling Association) and review (1) current newsletter or journal article. Based on your review, write a one-page summary, to include your reaction to that article. Only one brief paragraph should be the summary of the article while the other half should be your reaction. **Due 2/6/2012**

### **Assignment 2 (15 points) Role of Counselors:**

Interview two different counselors in counseling positions or settings (e.g. school, community agency, private practice, business). Submit a 2 page paper (4 pages total) which includes the following: a description of their duties\role, your ideas and suggestions on how two counselors in different settings can work collaboratively, and how each of these counselors in your opinion might work effectively towards social justice and culturally sensitive interventions.

**Due 2/20/2012**

### **Assignment 3 (20 points) 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. **Due 3/5/2012**

### **Assignment 4 (10 points) Analyze \ Review:**

Choose a topic of interest to you relating to your area of study (school or community) and research current data. Submit a 2 page analysis to include: personal thoughts, impact on clients, parent\student\client concerns, counseling strategies, global\societal trends, social justice consideration, etc. Suggested topics: medication, depression, cyber counseling, bullying etc. **Due 4/2/2012**

### **Assignment 5 (20 points) Professional Development:**

Students will reflect from the course materials, readings, assignments, class exercises and will write a 3 page paper describing the following a) an analysis of 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 advice, but rather, a more in-depth review of your own personal earlier history, experiences, and reasons that prompted you to enter the field of counseling, b) self-recommendations for personal change to become an effective counselor in the future, 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.

**DUE 4/30/2012**

**Technology:** (10 points)

Students will register with GMU to obtain a GMU e-mail account. All students **MUST** have a GMU e-mail account. This is the official e-mail address used by the Registrar and Dean's office. <http://mail.gmu.edu>

**Blackboard:** (10 points)

Students will use Blackboard as a primary web-link to access course instruction. Instructions will be given in the first class on how to assess Blackboard. Students will be expected to regularly participate in Blackboard discussions. Grades for this component of the course will be determined by the quality of the discussion on Blackboard. Blackboard discussions should be on assigned weekly readings or other selected topics relating to counseling. **DUE 2/6, 2/27, 3/26, 4/30/2012**

**Participation, Journal Assignments, Attendance in Class:** (15 points)

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 fully 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 during the first class to discuss continuing in the class this semester or taking the course at a later time.

**Students Admitted to the C&D Program:**

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 e-mail confirmation of the meeting with their advisor or a copy of their program plan. **Due 4/2/2012**