

GEORGE MASON UNIVERSITY
College of Education and Human Development
Counseling & Development Program
79491-EDCD 602-001: Foundations In Counseling
Fall 2012

Instructor: Adrienne Douglass, Psy.D.

E-mail: adougla5@gmu.edu

Phone: 703-993-2157

Office Hours: By appointment

Class Location: Krug 107– 7:20-10 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. EDCE 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 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

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:

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

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

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

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

Additional readings may be assigned 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

Assignment 1: Personal Reflection Paper, 2-3 pages double-spaced
DUE 9/11/12 (5 points)

Reflect on why you entered the counseling profession (or are contemplating entering the counseling profession). 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. Also include your current aspirations as a professional counselor.

**Assignment 2: Counselors for Social Justice, 1-2 pages double-spaced
DUE 10/16/12 (10 points)**

Go to the Counselors for Social Justice (CSJ) website (<http://counselorsforsocialjustice.com>). Select the Publications link on the left-hand side to access The Journal for Social Action in Counseling and Psychology. Read one of the articles and write a reaction paper in response to it. Use no more than one paragraph summarizing the article. The rest of the paper should focus on your reactions and thoughts to the article.

**Assignment 3: Cultural Event Reflection Paper, 2-3 pages double-spaced
DUE 10/30/12 (10 points)**

Attend an event/activity/social setting that is geared towards a particular cultural group of which you DO NOT identify. Examples of options include a worship service of a religious group other than your own, events geared towards a different ethnic group than you identify with, or a GLBTQ event if you are not part of that community. There are lots of other examples. Any setting that will put you in a group where the majority is different from you will work for this assignment. You will get the most out of this assignment by challenging yourself to attend an event that is out of your comfort zone. After attending the event/activity/social setting, write a reflection paper addressing the following:

- Brief description of the event, including the date, time, and location
- Why you chose the event you attended
- How did you feel in anticipation of attending the event?
- What did you learn about the targeted community as a result of attending the event?
- What observations did you make at the event?
- Discuss any interactions you had at the event
- How did you feel while at the event?
- Any other relevant thoughts, feelings, or reactions associated with attending this event

**Assignment 4: Interview a Counselor, 2-3 pages double-spaced
DUE 11/20/12 (10 points)**

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

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

Assignment 5: Final Paper, 7-8 pages double-spaced

DUE 12/11/12 (30 points)

Select a topic in counseling that is of interest to you. Almost any topic you can think of will qualify for this assignment. You may need to narrow or broaden your topic to have it fit within the page limit, but the point is for you to select something within counseling you are interested in learning more about. A few possible examples include the role of school counselors in bullying intervention programs, treating eating disorders in adolescent females, self-care for counselors, expressive arts therapy in schools or clinical settings. This is only a few examples of the hundreds of different topics that could be generated for this assignment. Then write a research paper on your topic. You are required to cite at least five scholarly sources (i.e., journal articles, books, etc). Other sources such as websites or other media can be cited, but they do not count towards the required number of scholarly sources. Please consult with Dr. Douglass if you have questions about topic selection or expectations for this paper.

Class Participation (35 points)

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	Readings
Class 1 8/28/12	Introductions and Overview of Course	
9/4/12	NO CLASS	Journeys 1, 2
Class 2 9/11/12	C & D Program/Mission Historical Perspectives Is Counseling for You? DUE: Assignment 1	Gladding 1, 2 C & C 1
Class 3 9/18/12	Helping Relationship and Basic Skills	Gladding 6 C & C 5 Journeys 3
Class 4 9/25/12	Values & the Helping Profession	C & C 2, 3 Journeys 4, 5
Class 5 10/2/12	Counseling Concerns: Dealing with Difficult Clients, Transference/Counter- transference	Gladding 7 C & C 4 Journeys 6, 7
10/9/12	NO CLASS (Monday classes meet on Tuesday)	
Class 6 10/16/12	Traditional Counseling Theories/ Approaches Non-Traditional Approaches to Counseling DUE: Assignment 2	Gladding 9,10 C & C 6 Journeys 8, 9, 10
Class 7 10/23/12	Intro to Multicultural Counseling	Gladding, 4, 5 C & C 7
Class 8 10/30/12	Counselors as Cultural Beings DUE: Assignment 3	Journeys 11, 12
Class 9 11/6/12	Ethical & Legal Issues in Counseling	Gladding 3 C & C 8 Journeys 13
Class 10 11/13/12	School Counseling Community Agency Counseling	Gladding 17, 20

		C & C 13 Journeys 14
Class 11 11/20/12	Couple & Family Counseling Career Counseling College Counseling DUE: Assignment 4	Gladding 15, 16, 18
Class 12 11/27/12	Stress, Burnout, & Self-Care	C & C 11 Journeys 16
Class 13 12/4/12	Special Issues in Counseling	TBD Journeys 17
12/11/12	DUE: Assignment 5 (Final Paper)	