

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**Counseling & Development Program**  
**12876-EDCD 602-001: Foundations In Counseling**  
**Spring 2013**

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**Office Hours/Location:** By appointment/Krug 201D

**Class Location:** West 1004– Mondays 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](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

### **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:**

- Neukrug, E. S. (2011). *The world of the counselor: An introduction to the counseling profession* (4<sup>th</sup> ed). Belmont, CA: Brooks/Cole.
- Conyne, R.K., & Bemak, F. (2005). *Journeys to professional excellence*. Alexandria, VA: American Counseling Association.

### **Recommended Text:**

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

**Additional readings may be assigned and will be accessible online through electronic reserve or Blackboard.**

**Evaluation and Grading:**

All papers are to be written according to APA guidelines, including a title page and reference page (when you have cited sources in your paper). Points may be deducted from assignments that do not adhere to APA guidelines and/or page requirements. Grammar and style will also be taken into account when they detract from the presentation or understanding of the points made.

**Assignment 1: Personal Reflection Paper, 1-2 pages double-spaced****DUE 2/11/13** (5 points)

Reflect on why you were attracted to the counseling profession. Non-degree students should reflect on what attracted you to take this course. Reflect in a meaningful way on the personal events that led you to this point being sure to describe why you were attracted to this profession/course (for non-degree students). Also include your current aspirations as a professional counselor. Non-degree students who do not plan to enter the counseling profession should reflect on how the information you learn in this course may enrich your professional life in the future (i.e., how will you use knowledge of counseling).

**Assignment 2: Social Justice Mini Research Paper, 1-2 pages double-spaced****DUE 2/25/13** (5 points)

One of the unique aspects of the GMU C&D Program is its emphasis on social justice. Research the question "What does social justice in the counseling profession mean?" Write a paper discussing your findings. Be sure to cite at least two scholarly sources in your paper. The Counselors for Social Justice (CSJ) website (<http://counselorsforsocialjustice.com>) may assist you with this assignment.

**Assignment 3: Cultural Event Reflection Paper, 2-3 pages double-spaced****DUE 3/18/13** (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:** Counseling Theory Research, bullet points okay (be sure to include a list of your references in APA format and be sure to bring a hard copy of your assignment to tonight's class)

**DUE 4/8/13** (5 points)

You will be assigned a counseling theory to research. Gather enough information to have a basic understanding of your theory (no more than six bullet points). In class you will then be put in small groups with other students to prepare a brief, informal presentation to the class on the theory.

**Assignment 5:** Interview a Counselor, 2-3 pages double-spaced

**DUE 4/22/13** (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 6:** Journeys Reflection, 4 pages (1 page per chapter) double-spaced

**DUE 5/6/13** (15 Points)

Select four chapters from *Journeys to Professional Excellence* that were particularly impactful for you. Write a one-page reflection paper responding to each chapter. Share why you chose that particular chapter being sure to discuss what was impactful and why. Compile all four one-page reflection papers into a single document and submit by 5/6/13. I strongly encourage you to work on these throughout the semester, as you are likely to write a more meaningful reflection if the reading is fresh in your mind.

**Assignment 7:** Final Paper, 3-4 pages double-spaced

**DUE 5/13/13** (20 points)

There are two parts to this assignment: 1) Identify and discuss the three most impactful things you learned from this course. You may select things you learned from the class discussions, guest speakers, readings, or assignments. In your discussion of these things, be sure to explain why they were impactful and how you anticipate applying the learning in the future AND 2) Think about and describe the professional aspirations you have for your future. These can be aspirations for the kind of student you want to be and the experiences you want to have in this

program or another program of study. It can be the professional aspirations you have for the near future and/or what you hope to be doing in 5, 10, or 20 years from now. In your discussion, be sure to explain where your aspirations come from and why they are important to you.

The Personal Reflection Paper will be graded according to the following:

1. Is well-written, grammatically correct, and understandable
2. Accurately adheres to APA (6<sup>th</sup> ed.) format
3. Discusses the three learning points in a thoughtful and meaningful way (part 1)
4. Discusses how you plan to apply the learning moving forward (part 1)
5. Your professional aspirations are written in a thoughtful manner (part 2)
6. The personal meaning of your aspirations are described (part 2)

### **Class Participation (30 points)**

Attendance, arriving to class on time, and actively participating in class discussions and activities are all included in the participation grade. In general, my grading of class participation is determined as follows:

A: Attends all classes, arrives on-time, and actively participates in most classes

A-: Attends all classes, arrives on-time, and moderately participates in most classes

B+: Misses one class, arrives on-time, and actively participates in most classes

B: Misses one class, arrives on-time, and moderately participates in most classes

B-: Misses one class and/or several times late to class and/or low participation in most classes

C: Misses one class and/or chronic lateness and/or minimal participation in most classes

Please note that in order to get an A or A- for class participation you must attend all scheduled classes.

|                     |            |
|---------------------|------------|
| Assignment 1        | 5 points   |
| Assignment 2        | 5 points   |
| Assignment 3        | 10 points  |
| Assignment 4        | 5 points   |
| Assignment 5        | 10 points  |
| Assignment 6        | 15 points  |
| Assignment 7        | 20 points  |
| Class participation | 30 points  |
|                     | -----      |
|                     | 100 points |

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

### **Late Assignments:**

All assignments are to be uploaded to Blackboard by the start of class (i.e., 7:20 pm). Late assignments will result in a point reduction.

**Attendance Policy:**

C&D attendance policy states that more than one unexcused absence will result in course failure. Excused absences are approved at the discretion of the instructor, but are rare and require documentation.

**Course Schedule:**

| <b>Date</b>  | <b>Topics/Readings</b>   | <b>Assignments Due</b> |
|--|--|------------------------|
| 1/28/13  | Introductions<br>Review Syllabus/C&D Policies<br>Overview of Blackboard<br>Setting the Stage   |                        |
| 2/4/13   | What is Counseling?<br>Historical Perspectives<br>Review APA Guidelines/Library Resources<br><br><b>Readings:</b><br>Neukrug Ch. 1 & 2   |                        |
| 2/11/13<br>**Class starts at 8:30pm tonight due to C&D Town Hall Mtg | <b>C&amp;D Town Hall Meeting 6:45-8pm in Mason Hall (Meese Conference Room)</b><br><br>Is Counseling for You?<br>Characteristics of the Effective Helper<br><br><b>Readings:</b><br>(Available on electronic reserve- password: counseling) Ch. 4 (pages 69-90) in Neukrug, E. S., & Schwitzer, A. M. (2006). <i>Skills and tools for today's counselors and psychotherapists: From natural helping to professional counseling</i> . Belmont, CA: Brooks/Cole.<br><br>Journeys Ch. 1 | <b>Assignment 1</b>    |
| 2/18/13  | Understanding the C&D Program/Mission<br>Reflections on Journeys<br><br><b>Readings:</b><br>Counseling and Development Program and Mission Statement located at <a href="http://gse.gmu.edu/programs/counseling/">http://gse.gmu.edu/programs/counseling/</a><br><br>Journeys Ch. 2, 3, 4  |                        |
| 2/25/13  | Understanding the C&D Program/Mission (continued)<br>School Counseling   | <b>Assignment 2</b>    |

|         |   |                     |
|---------|---|---------------------|
|         | Community Agency Counseling<br><br><b>Readings:</b><br>Neukrug Ch. 16 & 17  |                     |
| 3/4/13  | Multicultural Counseling (Part 1)<br>Reflections on Journeys<br><br><b>Readings:</b><br>Neukrug Ch. 14<br>Journeys Ch. 5, 6, 7  |                     |
| 3/11/13 | Spring Break- NO CLASS  |                     |
| 3/18/13 | Multicultural Counseling (Part 2)<br><br><b>Readings:</b><br>Neukrug Ch. 15   | <b>Assignment 3</b> |
| 3/25/13 | Basic Counseling Skills<br>Reflections on Journeys<br><br><b>Readings:</b><br>Neukrug Ch. 5<br>Journeys Ch. 8, 9, 10  |                     |
| 4/1/13  | Basic Counseling Skills (continued)<br>Transference/Countertransference<br><br><b>Readings:</b><br>(Available on electronic reserve- password: counseling) Ch. 4 in Corey, M. S., & Corey, G. (2011). <i>Becoming a helper</i> (6 <sup>th</sup> ed.). Belmont, CA: Brooks/Cole. |                     |
| 4/8/13  | Traditional Counseling Theories<br>Non-Traditional Approaches to Counseling<br><br><b>Readings:</b><br>Neukrug Ch. 4  | <b>Assignment 4</b> |
| 4/15/13 | Couples and Family Counseling<br>Group Counseling<br>Reflections on Journeys<br><br><b>Readings:</b><br>Neukrug Ch. 6 & 7<br>Journeys Ch. 11, 12, 13  |                     |
| 4/22/13 | Career Counseling<br>College Counseling<br><br><b>Readings:</b>   | <b>Assignment 5</b> |



|         |  |                     |
|---------|--|---------------------|
|         | Neukrug Ch. 11 & 18  |                     |
| 4/29/13 | Ethical, Professional, and Legal Issues<br>Reflections on Journeys<br><br><b>Readings:</b><br>Neukrug Ch. 3<br>Journeys Ch. 14, 15, 16 |                     |
| 5/6/13  | Stress, Burnout, and Self-care<br>Wrapping Up  | <b>Assignment 6</b> |
| 5/13/13 | NO CLASS   | <b>Assignment 7</b> |

**\*\*\* Instructor reserves the right to modify the syllabus as needed\*\*\***

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

#### **TASKSTREAM REQUIREMENTS**

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

#### **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honorcode/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. 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.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. 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 [See <http://ods.gmu.edu/>].

- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

#### CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

#### 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 an academic setting. Student writers are often confused 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. (Statement of English Department at George Mason University)