GEORGE MASON UNIVERSITY
College of Education and Human Development
Counseling & Development Program

EDCD 602.A01: Foundations In Counseling
Spring 2013

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Class Location: Monday, Krug 107 – 7:20 p.m. – 10:00 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 counselors, 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 for a listing of these dispositions, as well as, the C&D professional Disposition, 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:

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. (2007). *Becoming a helper (6th ed.)* Brooks/Cole.

American Psychological Association. (2001). *Publication Manual of the American Psychological Association (6th ed.)* Washington, DC: Author.

<u>Selected articles from professional journals (e.g.)</u>

> *Journal of Counseling and Development*
> *Journal of Multicultural Counseling & Development*
> *Journal of 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.

<u>COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT</u> - *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See http:// oai.gmu.edu/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 [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- 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.

- Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in your participation grade.

- 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.

- 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 [See http://caps.gmu.edu/].

- 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/].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

GMU's Plagiarism Policy: http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism:

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 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.

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. (Virginia Montecino)

Evaluation and Grading

Assignments	Points	Due
Assignment 1	11	2/18/13
Assignment 2	6	3/18/13
Assignment 3	15	3/25/13
Assignment 4	10	4/8/13
C&D Students Only Submit Program Plan		4/8/13
Assignment 5	20	4/22/13
Assignment 6	10	5/6/13
Technology Participation	13	Start Blackboard 2/4/13 Last posting 5/5/13

Participation/Attendance   15
   4 typed questions/comments per week, i.e., 2 questions on
  Corey & Corey & 2 questions on Gladding assigned readings
  (1 point deduction for each week if questions are not typed and
   handed in at the beginning of class).

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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.

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 1/28/13	Introduction and Overview Historical Perspectives, C&D Program	
Class 2 2/4/13	C&D Mission & Worldview Library Tour & Resources Research & Writing in Counseling Technology & Counseling	Journeys (J) Ch. 1-2 – Start Blackboard, C&D Program Article Corey/Corey (C&C) Ch. 1 Gladding (G.) Ch 1-2
Class 3 2/11/13	Helping Relationship & Basic Skills	C&C Ch. 5, G. Ch. 6-7 J. Ch.3-4
Class 4 2/18/13	Helping Relationship & Basic Skills (continued) Counseling Concerns: Dealing with Difficult, Clients, Transference/Countertransference	G. Ch. 7- 8, C&C, Ch. 3-4 J. Ch. 5 Assignment 1Due
Class 5 2/25/13	Traditional Counseling Approaches	G. Ch. 9-11, C&C Ch. 6, 12 J. Ch.6
Class 6 3/4/13	Values & the Helping Profession	C&C Ch. 2 J. Ch.7-8
Class 8 3/11/13	Spring Break – No Class No Blackboard Postings	
Class 7 3/18/13	Ethical Issues in Counseling	G. Ch 3, C&C Ch. 8- 9 J. Ch.9 Assignment 2 Due
Class 9 3/25/13	Multicultural Counseling	G. Ch.4-5, C&C Ch. 7 J. Ch. 10, Assignment 3 Due
Class 10 4/1/13	Multicultural Counseling (continued)	J. Ch.11-12
Class 11 4/8/13	Non-Traditional Approaches to Counseling Traditional Healing & Indigenous Healers	J. Ch. 13- 14 Assignment 4 Due & C&D Student Program Planning
Class 12 4/15/13	ACA/ASCA Visit	J. Ch. 15-16
Class 13 4/22/13	School Counseling Community Agency Counseling	G. Ch 15, 16,17, 19, 20 C&C Ch. 14, J. Ch. 11, J. Ch. 17 Assignment 5 Due
Class 14 4/29//13	Cross-Cultural Issues in Assessment & Diagnosis	G. Ch 13-14, C&C Ch. 10-11
Class 15 5/6/13	Trends & Special Issues in Counseling Stress, Burnout & Self-Care	Assignment 6 Due Last Blackboard Posting Due

Finals
5/13/13   ** Content of the course is subject to change based on the unique characteristics of the class and course content.