

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Counseling & Development Program**

EDCD 602 001: Foundations in Counseling
3 Credits, Spring 2014
Tuesdays 7:20-10:00 pm Thompson L014

PROFESSOR(S):

Name: Adrienne Douglass, Psy.D.
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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

None

B. University Catalog Course Description

Emphasizes history of counseling; multifaceted role of counselors, professional organizations, and memberships; and APA style. Provides a thorough understanding of the CNDV Mission Statement, Mason's Honor Code and Professional Dispositions. Basic skills are briefly introduced and an orientation to multiculturalism and social justice is provided.

C. Expanded 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.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

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.

PROFESSIONAL STANDARDS (VA Dept. of Ed., VA Dept. of Health Professions, ACA, and CACREP):

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).

REQUIRED TEXTS:

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

Required Readings on Electronic Reserve (Available at <http://library.gmu.edu>; select the Reserves tab and then enter the course info and password):

1. Neukrug, E. S. (2012). Comparison of mental health professionals. In *the world of the counselor: An introduction to the counseling profession* (pp. 4-11). Belmont, CA: Brooks/Cole.
2. Neukrug, E. S. & Schwitzer, A. M. (2006). Attitudes and characteristics of the effective clinician. In *Skills and tools for today's counselors and psychotherapists: From natural helping to professional counseling* (pp. 69-90). Belmont, CA: Brooks/Cole.
3. Echterling, L. G., Cowan, E., Evans, W. F., Staton, A. R., Viere, G., McKee, J. E., . . . Stewart, A. L. (2002). The thriving principles. In *Thriving!: A manual for students in the helping professions* (pp. 1-24). Boston, MA: Lahaska Press.
4. Echterling, L. G., Cowan, E., Evans, W. F., Staton, A. R., Viere, G., McKee, J. E., . . . Stewart, A. L. (2002). Being with others. In *Thriving!: A manual for students in the helping professions* (pp. 183-212). Boston, MA: Lahaska Press.
5. Corey, M.S., & Corey, G. (2011). Common concerns of beginning helpers. In *Becoming a helper* (6th ed) (pp. 97-123). Belmont, CA: Brooks/Cole.
6. Vontress, C. E. (2005). Unchartered waters: Autobiographical notes. In R. K. Conyne & F. Bemak (Eds.), *Journeys to professional excellence* (pp. 7-18). Alexandria, VA: American Counseling Association.
7. Arredondo, P. (2005). Mis inspiraciones y legados. In R. K. Conyne & F. Bemak (Eds.), *Journeys to professional excellence* (pp. 33-44). Alexandria, VA: American Counseling Association.
8. Kottler, J. A. (2005). Some advice you will never take. In R. K. Conyne & F. Bemak (Eds.), *Journeys to professional excellence* (pp. 129-141). Alexandria, VA: American Counseling Association.
9. Pope, M. (2005). It takes a village to raise a leader: Meet Mark Pope. In R. K. Conyne & F. Bemak (Eds.), *Journeys to professional excellence* (pp. 197-215). Alexandria, VA: American Counseling Association.

Recommended Texts:

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

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

COURSE ASSIGNMENTS AND EXAMINATIONS:

Course Assignments: 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.

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.

Assignment 1: Personal Reflection Paper, 1-2 pages double-spaced **DUE 2/4/14** (5 points)

Reflect on why you were attracted to the counseling profession. What life events, relationships, experiences, etc. have led you to this point? 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).

Assignment 2: Reflection on The Thriving Principles (i.e, Reading 3), 1 page double-spaced **DUE 2/11/14** (5 points)

Write a one-page reflection paper discussing your reactions to The Thriving Principles chapter. Your paper should focus on the significant thoughts and feelings that came up for you as you read the chapter.

Assignment 3: Social Justice Mini Research Paper, 1-2 pages double-spaced **DUE 2/18/14** (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.

Assignment 4: Reflection on Being with Others (i.e, Reading 4), 1 page double-spaced **DUE 3/4/14** (5 points)

Write a one-page reflection paper discussing your reactions to the Being with Others chapter. Your paper should focus on the significant thoughts and feelings that came up for you as you read the chapter.

Assignment 5: Cultural Interview, 2-3 pages double-spaced **DUE 4/1/14** (10 points)

Conduct an interview of someone who identifies as a different race, ethnicity, sexual orientation, or ability status than you do. When obtaining consent for the interview, be sure to explain that the interview will be personal and that the purpose is for you to learn about the life experiences of someone different from yourself. Here is a list of questions that you should be sure to cover in your interview, but you are encouraged to expand upon this list as well.

- What cultural identities do you identify with?
- What meaning do your identities have for you?
- Are any of your identities more important to you than the others? If so, why and when?
- What do you like best about each of your cultural identities?

- What is a common misconception about people from your culture(s)?
- What do you wish people knew or understood about your culture(s)?
- How could someone go about learning more about your culture(s)?
- Have you ever felt excluded based on one or more of your identities?
- Have you ever experienced racism or other discrimination? In what form? How frequently?
- What can be done about racism and prejudice, in your opinion?
- What has it been like for you to discuss these questions with me?

Then, write a paper comparing and contrasting your experiences with those of the person you interviewed. What did you learn about yourself and the other person? Your paper should also include a reflection on what it was like for you to conduct this interview. What reactions did you have before, during, and after? What implications might your reactions have for you as you train to become a professional counselor? As a prerequisite to the interview, you should reflect on these questions for yourself. Come to class prepared to share your own answers on 2/25/14.

Assignment 6: Counseling Theory Research, bullet points okay (**bring hard copy to class, do not post this assignment to Blackboard**) **DUE 4/8/14** (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 7: Journeys Reflections, 1 page double-spaced **DUE 4/15/14** (5 points)

Select one of the chapters from *Journeys to Professional Excellence* (choose Reading 6, 7, 8, or 9) that was particularly impactful for you. Write a one-page reflection paper responding to the chapter. Share why you chose that particular chapter being sure to discuss what was impactful and why.

Assignment 8: Interview a Counselor, 2-3 pages double-spaced **DUE 4/22/14** (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). Then discuss and reflect upon your interview in the paper (do not simply transcribe the counselor's answers). 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 9: Final Paper, 3-4 pages double-spaced **DUE 5/6/14** (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.

***All admitted C&D students must turn in a completed Program Planning Sheet that has been reviewed and signed by your advisor- due 4/15/14.**

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	5 points
Assignment 4	5 points
Assignment 5	10 points
Assignment 6	5 points
Assignment 7	5 points
Assignment 8	10 points
Assignment 9	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

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.

TASKSTREAM REQUIREMENTS

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment, [Name of 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/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

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/>.

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

PROPOSED CLASS SCHEDULE:

Date	Topics	Readings/Assignments Due
1/21/14	Introductions Review Syllabus/ C&D Policies Overview of Blackboard Setting the Stage	
1/28/14	What is Counseling? What Makes a Profession? Historical Perspectives Review APA Guidelines Library Resources	<u>Readings:</u> Gladding- Ch. 1 Reading #1
2/4/14	Is Counseling for You? Characteristics of the Effective Helper	<u>Readings:</u> Gladding- Ch. 2 Reading #2 DUE: Assignment 1
2/11/14	Understanding the C&D Program/Mission Reflections on The Thriving Principles	<u>Readings:</u> Counseling and Development Program and Mission Statement located at http://gse.gmu.edu/programs/counseling/ Reading #3 DUE: Assignment 2
2/18/14	Understanding the C&D Program/Mission (continued) School Counseling Community Agency Counseling	<u>Readings:</u> Gladding- Ch. 17, 20 DUE: Assignment 3
2/25/14	Multicultural Counseling (Part 1)	<u>Readings:</u> Gladding- Ch. 4
3/4/14	Multicultural Counseling (Part 2) Reflections on Being with Others	<u>Readings:</u> Gladding- Ch. 5 Reading #4 DUE: Assignment 4
3/11/14	NO CLASS – Spring break	
3/18/14	Basic Counseling Skills	<u>Readings:</u> Gladding- Ch. 6
3/25/14	NO CLASS due to ACA Conference	Independent work day: complete Cultural Interview due next week

4/1/14	Basic Counseling Skills (continued) Transference/ Countertransference	<u>Readings:</u> Reading #5, 6, & 7 DUE: Assignment 5
4/8/14	Traditional Counseling Theories Non-Traditional Approaches to Counseling	<u>Readings:</u> Gladding- Ch. 9, 10 DUE: Assignment 6
4/15/14	Couples and Family Counseling Group Counseling	<u>Readings:</u> Gladding- Ch. 11, 16 Reading #8 & 9 DUE: Assignment 7 Program Planning Sheet signed by advisor (admitted C&D students only)
4/22/14	Career Counseling College Counseling Ethical, Professional, and Legal Issues	<u>Readings:</u> Gladding- Ch. 15, 18, 3 DUE: Assignment 8
4/29/14	Stress, Burnout, and Self- care Wrapping Up	
5/6/14	Reading Day/NO CLASS	DUE: Assignment 9

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

ASSESSMENT RUBRIC(S):

Assessment Rubric for Final Paper

CATEGORY /POINTS	Exceeds standards (4 points)	Meets standards (3 points)	Approaching standards (2 points)	Below standards (1 point)
Discussion of three learning points from the course	Discussion is thorough, thoughtful and meaningful	Discussion is adequate	Discussion is limited	Discussion consists of less than three learning points
Discussion of your plan to apply the learning in the future	Discussion is thorough, thoughtful and meaningful	Discussion is adequate	Discussion is limited	No discussion of your plan to apply the learning in the future
Discussion of professional aspirations	Discussion is thorough, thoughtful and meaningful	Discussion is adequate	Discussion is limited	No discussion of professional aspirations
Grammar and writing style	Exceptionally well-written, grammatically correct, and understandable	Well-written, but displays a few grammatical errors	Writing style needs improvement and several grammatical errors	Poorly written, many grammatical errors
APA-format	Fully adheres to APA format	A few APA errors	Several APA errors	Limited evidence of APA style