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

EDCD 602. 002: Foundations In Counseling
Spring 2014
Tuesdays 7:20 p.m –10:00 p.m Krug 107

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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.

Expanded Course Description
This course is designed to provide students with an introduction to the field of professional counseling. Provides graduate students in counseling with knowledge about the history and foundations of counseling, the professional identity and multifaceted role of the counselor, program 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, and professional organizations and memberships.

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.

Course Delivery: Face to Face and Weekly Blackboard discussions

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).

Required Texts:

Gladding, S. T. (2013). *Counseling: A comprehensive profession (7th ed).* Columbus, OH:
    Pearson.
Corey, M.S., & Corey, G. (2010). *Becoming a helper (6th ed.)* Brooks/Cole.

Articles Uploaded on Blackboard.

American Psychological Association. (2012). *Publication Manual of the American
    Psychological Association (6th ed.)* Washington, DC: Author.

Evaluation and Grading

Assignments	**Points**	**Due**
Assignment 1	11	2/18/13
Assignment 2	6	3/11/13
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).

       ————
       100

Blackboard Expectations and On-Line Protocol

1. Protocol for posting threads and contributing to an online 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 each posting). **It is expected that every student at least twice a week (except for the last week of classes, i.e., 4/22/2014 – 4/28/2014) will make at least two postings. Postings should start on 1/28/14. The first posting begins on Monday through Thursday noon, and second posting will begin on Thursday noon through Sunday. Half point deduction will be given to late postings and/or inadequate postings. The postings should be discussions on the assigned readings (i.e., Kottler's Finding Your Way (Posted in Blackboard - see Blackboard posting**

criteria below). <u>Students who are assigned to begin the posting must do so before 12 noon on the assigned day.</u>

    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 by sharing 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 (work experience, 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?
        i. Think of 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.
        ii. Before you post – think about the assignment first and take notes before you read other responses.
        iii. Think of a thesis and how you can support it.
        iv. Read other postings after you've written yours
        v. 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.
        vi. In your response, you can also turn your own thoughts into questions; offer your argument; play the devil's advocate; ask challenging questions.
        vii. If you are the first to post: post with a careful analysis and strong (bold) argument (thesis) and open-ended questions to invite dialogue.
        viii. It helps readers of your posting if you include a specific quotation from the message to which you're responding.
        ix. Choose your entry title carefully. Make it compelling.
        x. Once you have posted, check back regularly to see if anybody has replied to you. Get the dialogue going.

<u>Grading Policy</u>:

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.

<u>Grading Scale</u>:

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

Students must adhere to the guidelines of the **George Mason University Honor Code** [See http://oai.gmu.edu/honor-code/]. To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:

Student members of the George Mason University community pledge not to **cheat**, **plagiarize**, **steal**, and/or **lie** in matters related to academic work. Please refer to the following website for the definitions of: cheat, plagiarize, steal or lie: http://oai.gmu.edu/honor-code/].

Students must follow the **university policy for Responsible Use of Computing** [See http://universitypolicy.gmu.edu/policies/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

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/].

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 stating that **all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor**.

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/

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

Professional Dispositions
The Counseling and Development (C&D) program's Professional Disposition, as posted on C&D homepage: http://gse.gmu.edu/programs/counseling/professional_performance.htm

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 College of Education and Human Development 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

Course Schedule**

Date	Topic	Assignments
Class 1 1/21/14	Introduction and Overview Historical Perspectives, C&D Program	
Class 2 1/28/14	C&D Mission & Worldview Research & Writing in Counseling Technology & Counseling	Start Blackboard C&D Program Article Corey/Corey (C&C) Ch. 1 Gladding (G.) Ch 1-2
Class 3	Helping Relationship & Basic Skills	C&C Ch. 5, G. Ch. 6-7

2/4/14

Class 4   Helping Relationship & Basic Skills (continued)   G. Ch. 7- 8, C&C, Ch. 3-4
2/11/14   Counseling Concerns: Dealing with Difficult,   Assignment 1Due
                 Clients, Transference/Countertransference

Class 5   Traditional Counseling Approaches   G. Ch. 9-11, C&C Ch. 6, 12
2/18/14

Class 6   Values & the Helping Profession   C&C Ch. 2
2/25/14

Class 7   Ethical Issues in Counseling   G. Ch 3, C&C Ch. 8- 9
3/4/14   Assignment 2 Due

Class 8   Spring Break – No Class
3/11/14   No Blackboard Postings

Class 9   Multicultural Counseling   G. Ch.4-5, C&C Ch. 7
3/18/14   Assignment 3 Due

Class 10   Research Day
3/25/14

Class 11   Multicultural Counseling (continued)   Assignment 4 Due & C&D Student
4/1/14   Program Planning

Class 12   Non-Traditional Approaches to Counseling
4/8/14   Traditional Healing & Indigenous Healers

Class 13   School Counseling   G. Ch 15, 16,17, 19, 20
4/15/14   Community Agency Counseling   C&C Ch. 14, J. Ch. 11
                                                                         Assignment 5 Due

Class 14   Cross-Cultural Issues in Assessment   G. Ch 13-14, C&C Ch. 10-11
4/22//14   & Diagnosis

Class 15   Trends & Special Issues in Counseling   Assignment 6 Due
4/29/14   Stress, Burnout & Self-Care   Last Blackboard Posting Due

Finals
5/6/14   ** Content of the course is subject to change based on the unique characteristics of the class and course content.

1. Rubric for evaluating on-line discussions:

Weekly On-line Discussions Rubric				
Criteria	Excellent	Good	Average	Poor
Responsiveness to discussion and demonstration	Very clear that the class session, readings and	Class session, readings and topics were understood and	Postings have questionable relationship to session topics	Not evident that session topics and readings were

of knowledge and understanding gained from each class session and readings	topics were understood and incorporated well into responses	incorporated into responses	and readings	understood and/or not incorporated into the discussion
Adherence to on-line protocols	All on-line protocols followed	1 on-line protocol not adhered to	2-3 on-line protocols not adhered to	4 or more on-line protocols not adhered to

2. Evaluation criteria for facilitating an on-line class discussion:

   a. The discussants will demonstrate an ability to engage the audience in a discussion that is relevant to the topics of the class sessions and related concepts. This can be done in a variety of ways including but not limited to:
      i. Posing engaging questions
      ii. Eliciting responses
      iii. Engaging the learners in an activity or task
   b. The discussants will demonstrate the ability to effectively organize the discussion. This includes:
      i. Keeping the discussion focused on the topic
      ii. Providing structure (beginning arguments, closing arguments, wrap-up or synthesis)
      iii. Staying within the timeframe allotted for discussion
      iv. Using effective media
   c. The discussants will demonstrate the ability to respond to questions effectively. The discussants will demonstrate the ability to relate the concepts discussed in class sessions to personal and professional experience by using examples from every day practices.