

George Mason University
College of Education and Human Development
Counseling and Development Program

EDCD 602.001 - Foundations in Counseling
3 Credits, Fall 2019
Wednesdays, 4:30 – 7:10 PM Krug Hall 107 - Fairfax Campus

Faculty

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Prerequisites/Co-requisites

None

University Catalog Course Description

Provides students with an introduction to the field of professional counseling. Provides graduate students in counseling with knowledge about the history, philosophical, theoretical and professional foundations of counseling, the counseling professional identity and multifaceted role of the counselor, program mission statement and its relationship to counseling.

Course Overview

This course provides graduate students in counseling with knowledge about the history and foundations of counseling; the professional identity and multifaceted role of the counselor; multicultural social justice competencies and its relationship to counseling identity; 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 specialized settings; and an introduction to various trends in counseling including knowledge regarding counseling professional organizations and memberships.

Course Delivery Method

This course will be delivered using a lecture format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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 of personal and professional experiences.
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 work setting and career possibilities within the counseling profession.
5. Identify the role, function and professional identity for clinical mental health 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 (e.g., social inequities, power, privilege) 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. Become familiar with the program’s mission statement focused on social justice, multiculturalism, leadership and advocacy and its relationship to the professional counselor role.
 10. Recognize the background, current requirements, and the impact of professional certification, licensure, accreditation practices, and public policy that impacts standards of the counseling profession.
 11. Become familiar with professional counseling organizations, their benefits, services, and the key role they play in support the profession, individual counselors, and clients.
 12. Demonstrate a mastery of APA style.

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP)

Upon completion of this course, students will have met the following professional standards:

| <i>CACREP Standard</i> | <i>Course Content (Reading, Assignment, and/or Lecture/Discussion); KPI measured (if applicable)</i> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.F.1.a. history and philosophy of the counseling profession and its specialty areas | Lectures 1, 2, 11; Readings: Gladding: Ch. 1,11; 13-18; Appendix A Assignment#4: Interview a Counselor Paper |
| 2.F.1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues | Lecture 12; Readings: Gladding: Appendix C |
| 2.F.1.h. current labor market information relevant to opportunities for practice within the counseling profession | Lecture 12 |
| 2.F.1.k. strategies for personal and professional self-evaluation and implications for practice | Reading(s): Gladding: 1; Corey & Corey Ch.: 1, 2; Bemak & Conyne: 2, 4-9, 11-14 Assignment #6: Final Course Reflection Paper |
| 2.F.2.e. the effects of power and privilege for counselors and clients | Assignment #3: Social Justice Paper; KPI Measured: A.2.b |
| 2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination | Assignment #3: Social Justice Paper; KPI Measured: A.2.b |

Required Texts

1. Gladding, S. T. (2018). *Counseling: A comprehensive profession* (8th ed). Columbus, OH: Pearson. (G)
2. Corey, M. S., & Corey, G. (2016). *Becoming a helper* (7th ed.). Independence, KY: Cengage Learning. (C&C)
3. Bemak, F., & Conyne, R.K. (2018). *Journeys to Professional Excellence: Stories of Courage, Innovation, and Risk-Taking in the lives of Noted Psychologists and Counselors*. Thousand

- Islands, CA: Sage Publications. (B&C)
- Articles uploaded on Blackboard. (BB)
 - American Psychological Association. (2012). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: American Psychological Association.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

Assignment 1: Personal Reflection Paper, 1-2 pages; DUE 9/11 (5 points)

Reflect on why you are 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 events that led you to this point being sure to describe why you were attracted to this profession/course.

Assignment 2: Cultural Interview, 2-3 pages (Due 10/9) (10pts)

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. We will discuss these questions in class too.

Assignment 3: Social Justice Mini Research Paper, 3-4 pages DUE 11/6 (20 points) (Key Assignment-rubric at end of syllabus provides full details regarding paper grading)

One of the unique aspects of the GMU C&D Program is its strong emphasis on social justice. Research the question “What does social justice in the counseling profession mean?” Write a paper discussing your understanding and findings regarding social justice in the counseling profession (e.g., social inequities) and particular counseling strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and

discrimination. Be sure to cite at least two scholarly (peer reviewed articles) in your paper. We will have discussed in class how we define scholarly sources.

Assignment 4: Interview a Counselor (2-3 pages) (Due 11/13) (10pts)

Identify and interview a professional counselor (or mental health specialist if you are unable to locate a 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 #5 Community Resources Group Presentation (10 points) Assignment and grading system to be discussed in class on 9/11. **Presentations will occur in class on 11/20/19.**

Assignment 6: Final Course Reflection Paper; 2-3 pgs., Due 12/4 (10 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) Write about what you have learned about yourself through your experiences in this class (strengths and growth areas) and how will you work on these during your time in the program?

Blackboard Postings (10 points--1 point per weekly posts) Students will be expected to provide at least one Blackboard posting weekly in their randomly assigned class group starting the **second week of class (September 4th) and ending on November 13th (final BB posting)**. Postings will focus on students' reactions to the assigned readings and class discussions. **All postings should be completed by 10am on the day of class.**

Blackboard Expectations and On-Line Protocol

Protocol for posting threads and contributing to an online discussion are as follows:

- a. Postings should be a minimum of 1 short paragraph and a maximum of 2 short paragraphs.
- b. 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.
- c. Stay on target with the discussion – don't go on extreme tangents.
- d. Build on others' responses to create threads.
- e. Bring in related prior knowledge (work experience, prior coursework, research, readings, etc.)
- f. Use proper etiquette (e.g., APA language style.)

• **Other Requirements**

Class Attendance and Participation (25 pts): Students are expected to attend each class and complete all reading assignments for class and Blackboard postings. Classroom participation is

a vital part of this course. Students will contribute to class discussions/online discussions and engage in all the activities to foster a comprehensive understanding of the counseling profession and C&D program therefore attendance at all class sessions is critical. Please consider that absences will not only affect individual student learning, but will negatively impact other class-members as well. **Students who miss more than (1) class with unexcused absences will not receive a passing grade for the course. Late arrivals to class will affect your class participation grade; arriving more than 15 minutes late to class without prior instructor notification will count as an unexcused absence.** If there is a scheduling conflict that interferes with attendance during any portion of the class, students should see the instructor on the first class to discuss continuing in the class this semester or taking the course during another semester. **I will end my portion of the class at 6:55pm and spend the next 15 minutes responding to class related questions (e.g., class assignments, counseling techniques). All other student concerns (e.g., personal requests/concerns) can be addressed during my office hours or scheduled appointment (see first page of syllabus for hours/appointments).**

Technology Component

All students must have, and use, their GMU email account. This is the official email address used by the Registrar, the Dean's office, and C&D faculty and instructors. Students are expected to check their GMU email on a daily basis during the semester. If you have not already received your email account, you can complete the process at <https://mail-web.gmu.edu/>

- **Grading**

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

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

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.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Professional Dispositions Assessment

This is a course in which Professional Dispositions will be assessed for all students. The course instructor will inform you as to when this assessment will be completed. The minimum score (benchmark) for all items is 2 for this course. If you fall below benchmark for any item, you must contact your advisor and set up a meeting within two weeks of receiving the score. See the Student Handbook for details.

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

N/A: Not Applicable – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule (Lectures)

| <u>Date</u> | <u>Topic</u> | <u>Assignments/Readings Due</u> |
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| 8/28 Lec. 1 | Introductions and Course Overview/Expectations Historical Perspectives of Counseling Profession/Overview of Specialty Areas | <u>CACREP Standards: 2.F.1.a.</u> |
| 9/4 Lec. 2 | Continuation of Historical Counseling Perspectives; C&D MSJ Mission & Worldview; Professional Dispositions; APA style; Research Overview | <u>CACREP Standards:</u> <u>2.F.1.a.; 2.F.2.e; 2.F.1.k</u> First Blackboard posting due G: Ch. 1,11; Appendix A C&C: Ch. 1 B&C: Ch. 2 BB Reading: #1 Talleyrand et al., 2005; Goodman et al., 2015 |
| 9/11 Lec. 3 | Helping Relationships & Basic Skills Overview of Community Resources Presentations | G: Ch. 5,6 C&C Ch. 2 B&C: Ch. 4 BB Reading #2 Kottler Assignment #1 due |

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| 9/18 Lec. 4 | Helping Relationships & Basic Skills (continued) Counseling Concerns: Dealing with Difficult Clients Transference/Countertransference | <u>CACREP Standards: 2.F.1.k.</u> C&C: Ch. 5-6 B&C: Ch. 5 BB Reading #3 Lee |
| 9/25 Lec. 5 | Traditional Counseling Approaches/Theories | G: Ch. 7,8; C&C: Ch. 7 B&C: Ch. 6 |
| 10/2 Lec. 6 | Values & the Helping Profession | C&C: Ch. 3 B&C: Ch. 7 BB Reading #4 Pope |
| 10/9 Lec. 7 | Ethical Issues in Counseling | G: Ch. 2 C&C: Ch. 8-9 B&C: Ch. 8, 11 <u>Assignment #2 due</u> |
| 10/16 Lec. 8 | No formal class—group work for class presentations | No assignments/readings due |
| 10/23 Lec. 9 | Multicultural Social Justice Counseling | <u>CACREP Standards: 2.F.2.e.; 2.F.2.h</u> G: Ch. 3,4; C&C: Ch. 4 BB Reading #5 (McIntosh) BB Reading #6 (Chung) |
| 10/30 Lec. 10 | Multicultural Social Justice Counseling (continued) | <u>CACREP Standards: 2.F.2.e; 2.F.2.h.</u> B&C: Ch. 9, 13 |
| 11/6 Lec. 11 | Assessment, Consultation, Career and Group Counseling School Counseling/Clinical Mental Health Counseling Specializations | <u>CACREP Standards: 2.F.1.a.</u> G: 9,10,12,13-18; C&C: 11-12 <u>Assignment #3 Due</u> |
| 11/13 Lec. 12 | Non Traditional Counseling Approaches School and Community Resources/Current Labor Market/ Professional Counseling Organizations | <u>CACREP Standards: 2.F.1.f; 2.F.1.h.</u> B&C: Ch. 12, 14; G: Appendix C BB Readings #7, 8 (Bemak & Chung) Final BB posting due <u>Assignment #4 Due</u> |
| 11/20 Lec. 13 | Community Resources Map Presentations; Crisis Counseling; Stress, Counselor Burnout & Self Care | C&C 13, 14 <u>Assignment #5 Due</u> |
| 11/27 Lec. 14 | No class—Thanksgiving break | |
| 12/4 Lec. 15 | Class Summary/Reflections | <u>Assignment #6 Due</u> |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Counseling and Development Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a

foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://catalog.gmu.edu/policies/honor-code-system/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Assessment Rubric(s)

A.2.b.1 – CMHC & SC: Social Justice Paper in 602

| Area Assessed | % | Exceeds Standards 4 A [100-97]; A- [96-94] | Meets Standards 3 B+ [93-91]; B [90-87] | Approaching Standards 2 B- [86-84]; C [83-80] | Below Standards 1 F [79 and below] |
|------------------------------------------------------------------------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Writing & APA format | 20 | Adheres to APA format (6th ed.) and is clear, understandable, exceptionally well organized, and grammatically correct. No APA errors. Language is appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers. | Adheres to APA format (6th ed.) with only a few errors; is clear, well organized, understandable, and grammatically correct with only a few errors. Language is mostly appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers with only a few errors. | Has errors in APA format (6th ed.), lacks clarity, not well organized, and has grammatical errors. Language is somewhat appropriate for the type of paper. Adheres to some of paper requirements for page limit and headers/sub-headers. | Does not follow APA format, is unclear, is poorly organized, and has many grammatical errors. Language is generally not appropriate for the type of paper. Adheres to few or none of the paper requirements for page limit and headers/sub-headers. |
| 2. References | 20 | Cites at least two scholarly (peer reviewed) articles that are completely relevant to the topic and greatly enhance the understanding of the topic | Cites at least two scholarly (peer reviewed) articles that are relevant to the topic | Cites at least two articles but they are not scholarly or they are not relevant | Cites no articles |
| 3. Social justice in the counseling profession [KPI A.2.b.1; CACREP 2.F.2.h] | 20 | Addresses the question “what does social justice in the counseling profession mean?” by demonstrating exceptional thoughtfulness and depth of understanding | Addresses the question “what does social justice in the counseling profession mean?” by demonstrating some thoughtfulness and depth of understanding | Addresses the question “what does social justice in the counseling profession mean?” by demonstrating limited thoughtfulness and depth of understanding | Does not address the question “what does social justice in the counseling profession mean?” |

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|------------------------------------------------------------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Power and privilege [KPI A.2.b.1; CACREP 2.F.2.e] | 20 | Demonstrates an accurate understanding of the effects of power and privilege for counselors and clients | Demonstrates some understanding of the effects of power and privilege for counselors and clients | Demonstrates a very limited or inaccurate understanding of the effects of power and privilege for counselors and clients | Does not address power and privilege |
| 5. Social justice strategies [KPI A.2.b.1; CACREP 2.F.2.h] | 20 | Demonstrates an exceptional understanding of strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. | Demonstrates some understanding of strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. | Demonstrates a limited understanding of strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. | Demonstrates no understanding of strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. |