

George Mason University
College of Education and Human Development
Counseling Program

EDCD 602.A03 - Foundations in Counseling
3 Credits, Summer A 2021
Tuesdays & Thursdays, 3:45 PM – 6:45 PM - Synchronous Online
Saturday, May 22nd 10:00 AM – 2:00 PM – Asynchronous Online
Saturday, June 5th 10:00 AM – 2:00 PM – Asynchronous Online
Saturday, June 12th 10:00 AM – 2:00 PM – Asynchronous Online

Faculty

Name: Dr. Regine Talleyrand, Ph.D.
Office Hours: Wednesdays; please email to schedule virtual appt.
Office Location: Krug Hall, Room 201A, Fairfax Campus
Krug Hall Suite, 202 (Counseling Office). Closed for summer due to Covid-19
– Staff will be working remotely. For assistance, email your faculty advisor or
dwest6@gmu.edu.
Office Phone: 703-993-2087 (Counseling Office)
Email Address:

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 the counseling identity; knowledge and understanding of the helping relationship; ethical and legal standards; counseling research and writing; and an introduction into helping skills and the practice of counseling in specialized settings. This course also provides an introduction to various current trends in the counseling profession including knowledge/use of technology in counseling, counseling licensure, and counseling professional organizations and memberships.

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. **The ED CD602 Bb course site will be available to students on Monday, May 17th.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- **Course Week:** Our synchronous class meetings will take place on Tuesdays and Thursdays (beginning on Tuesday, May 18th and ending on Thursday, June 17) from 4pm to 7pm. Our course week will begin on the day (May 18th) that our synchronous meetings take place as indicated on the Schedule of Classes. **All Saturday class sessions and one Thursday class (5/27) will be asynchronous.**
- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings (**9 synchronous class sessions—see syllabus for dates**).
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing/reading all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one virtual meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one virtual session, including their suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Course Objectives

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

1. Develop basic knowledge of what it means to be a counselor, including the historical, philosophical, theoretical, professional foundations, and specialty areas of the counseling professions. **CACREP Stds. 2.F.1.a. & 5.C.1.a**
2. Develop a greater self-understanding of oneself in the counseling role through self-exploration and self-appraisal of personal and professional experiences. **CACREP Std. 2.F.1.k.**
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 the role, function and professional identities/modalities for clinical mental health and school counselors as well as explore work setting and career possibilities within these counseling professions. **CACREP Stds. 5.C.2.a & 2.c.**
5. Identify and explore the critical issues, trends, impact of technology, community-based resources and legal and ethical standards in the field of counseling. **CACREP Std. 2.F.5.d & 5.e**
6. 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. **CACREP Stds. 2.F.2.e, 2.h. & 5.k**
7. Become familiar with the program's mission statement/Multicultural Social Justice Counseling Competencies and its relationship to the professional counselor role. **CACREP Stds. 2.F.1.d, 2.e & 2.h.**
8. Recognize the background, current requirements and labor market, and the impact of professional certification, licensure, accreditation practices, and public policy that impacts standards of the counseling profession. **CACREP Std. 2.F.1.h.**
9. Become familiar with professional counseling organizations, their benefits, services, and the key role they play in support of the profession, individual counselors, and clients. **CACREP Std. 2.F.1.f.**
10. Demonstrate an understanding of the use of APA style.

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

CACREP Standard	Course Objective Coverage	Course Activities
history and philosophy of the counseling profession and its specialty areas (CACREP 2.F.1.a)	This Standard is part of Course Objective #1, which is addressed in Class 1 on "History of Counseling, and Counseling/Mental Health Specializations"	Readings that address this standard include Appendix A in <i>Counseling: A comprehensive profession</i> . Course activities that discuss this Standard include: lecture and class discussion on history of counseling and specializations in counseling profession
the role and process of the professional counselor advocating on behalf of the profession (CACREP 2.F.1.d)	This Standard is part of Course Objective #7, which is addressed in Classes 8 and 9 on "Multicultural Social Justice Counseling Competencies"	Assigned readings that discuss this Standard include: Chapters 3 & 4 in <i>Counseling: A comprehensive profession</i> , and Chapter 4 in <i>Becoming a helper</i> .
professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP 2.F.1.f)	This Standard is part of Course Objective #9, which is addressed in Classes 11 and 13 on "School & Community Resources" and "Overview of Professional Counseling Organizations"	Course activities that discuss this Standard include: lecture and class discussion on counseling organizations
current labor market information relevant to opportunities for practice within the counseling profession (CACREP 2.F.1.h)	This Standard is part of Course Objective #8, which is addressed in Class 11 on "Current Counselor Labor Market & Trends"	Course activities that discuss this Standard include: lecture, class discussion and invited guest speakers on current counselor labor market and trends

<p>strategies for personal and professional self-evaluation and implications for practice (CACREP 2.F.1.k)</p>	<p>This Standard is part of Course Objective #2, which is addressed in Classes 2, 4, and 7 on “Counselor Worldview”, “Helping Relationship/Counseling Skills”, “Values and the Helping Profession”</p>	<p>Assigned readings that discuss this Standard include: Chapters 1, 5, & 6 in <i>Counseling: A comprehensive profession</i>, and Chapters 1, 2, 3, 5, 6 in <i>Becoming a helper</i></p>
<p>the effects of power and privilege for counselors and clients (CACREP 2.F.2.e)</p>	<p>This Standard is part of Course Objective #6, which is addressed in Classes 8 and 9 on “Multicultural Social Justice Counseling Competencies”</p>	<p>Assigned readings include Ratts et al. (2016): <i>Multicultural and Social Justice Counseling Competencies: Guidelines for the Counseling Profession</i>. Course activities that discuss this Standard include: lecture and class discussions on multicultural and social justice counseling including Privilege Walk activity.</p> <p>Additionally, this Standard is measured as part of the Social Justice Mini Research Paper Key Assignment, which assesses KPI A.2.b.1</p>
<p>strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP 2.F.2.h)</p>	<p>This Standard is part of Course Objective #7, which is addressed in Classes 8 and 9 on “Multicultural Social Justice Counseling Competencies”</p>	<p>Assigned readings include Ratts et al. (2016): <i>Multicultural and Social Justice Counseling Competencies: Guidelines for the Counseling Profession</i>. Course activities that discuss this Standard include: lecture and class discussion on multicultural and social justice counseling.</p> <p>Additionally, this Standard is measured as part of the Social Justice Mini Research Paper Key Assignment, which assesses KPI A.2.b.1</p>
<p>ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP 2.F.5.d)</p>	<p>This Standard is part of Course Objective #5, which is addressed in Classes 2, 3, 11, and 13 on “Counselor Worldview/Characteristics”, “Impact of Technology in Counseling”, “Non-Traditional Counseling Approaches”, “Overview of Professional Counseling Organizations”</p>	<p>Assigned readings that discuss this Standard include: Chapters 1, 2, 11, and Appendix C in <i>Counseling: A comprehensive profession</i>, and Chapters 1, 2, 8, 9, and 12 in <i>Becoming a helper</i></p>
<p>the impact of technology on the counseling process (CACREP 2.F.5.e)</p>	<p>This Standard is part of Course Objective #5, which is addressed in Classes 2, 11, and 13 on “Counselor Worldview/Characteristics”, “Impact of Technology in Counseling”, “Non-Traditional Counseling Approaches”, “Overview of Professional Counseling Organizations”</p>	<p>Assigned readings that discuss this Standard include: Chapters 1, 2, 11, and Appendix C in <i>Counseling: A comprehensive profession</i>, and Chapters 1, 2, 8, 9, and 12 in <i>Becoming a helper</i></p>
<p>strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2.F.5.k)</p>	<p>This Standard is part of Course Objective #6, which is addressed in Classes 8 and 9 on “Multicultural Social Justice Counseling Competencies”</p>	<p>Course activities that discuss this Standard include: lecture and class discussion on multicultural and social justice counseling and Community Resources Group Project/Presentation (Assignment #4)</p>

history and development of clinical mental health counseling (CACREP 5.C.1.a.)	This Standard is part of Course Objective #1, which is addressed in Class 1 on “History of Counseling, and Counseling/Mental Health Specializations”	Course activities that discuss this Standard include: lecture and class discussion on counseling and specializations (including CMHC)
roles and settings of clinical mental health counselors (CACREP 5.C.2.a)	This Standard is part of Course Objective #4, which is addressed in Class 10 on “Overview of Assessment, Group Counseling, Career Counseling & Consultation, CMHC/SC Specializations”	Course activities that discuss this Standard include: lecture and class discussion on counseling and specializations (including CMHC)
mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP 5.C.2.c)	This Standard is part of Course Objective #4, which is addressed in Class 10 on “Overview of Assessment, Group Counseling, Career Counseling & Consultation, CMHC/SC Specializations”	Course activities that discuss this Standard include: lecture and class discussion on counseling and specializations (including CMHC)

Additional professional standards addressed in this course:

- This course addresses the following Virginia Department of Education (VDOE) School Counselor Prek-12 Competency Topic requirements: 8VAC20-543-610.9.c
- This course addresses the following Virginia Department of Education (VDOE) Professional Studies requirements for Prek-12 Endorsements: 8VAC20-543-140.4.a, 4.b, 4.c, 4.d

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* (8th ed.). Independence, KY: Cengage Learning. (C&C)
3. Course materials uploaded on Blackboard (Bb)-see Bb Class Folders in Course Content
4. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.) Washington, DC: American Psychological Association.

Additional Readings (located online in Blackboard (Bb) Class Folders):

- *Bemak, F & Chung, R. (2017). Refugee Trauma: Culturally Responsive Counseling Interventions. *Journal of Counseling & Development*, 95, 299-308.
- *Goodman, R. D., Williams, J., Chung, R. C-Y., Talleyrand, R., Douglass, A., McMahon, G., & Bemak, F. (2015). Decolonizing traditional pedagogies and practices in counseling and psychology education: A move towards social justice and action. In R. D. Goodman & P. Gorksi (Eds.), *Decolonizing “multicultural” counseling through social justice*. New York, NY: Springer.
- *Kaluzeviciute, G (2020). Social Media and its impact on therapeutic relationships. *British Journal of Psychotherapy* 36,2 303–320.
- *Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44, 28-48. doi: 10.1002/jmcd.12035.
- *Vostanis, P, & Bell, C. (2020) Counselling and Psychotherapy post COVID-19. *Counselling and Psychotherapy Research*, 20:389–393.doi: 10.1002/capr.12325

Course Performance Evaluation

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

Assignments and/or Examinations

(APA style mandated for all paper assignments unless noted by Dr. Talleyrand)

Assignment 1: Counseling Profession Reflection Paper, 2-3 pages; (Due 5/25/21) (10% of grade) (upload to Bb)

Reflect on why you are attracted to the counseling profession. What life events, relationships, experiences, etc. have led you to this point? Reflect in a meaningful way on the events that led you to this point being sure to describe why you are attracted to the counseling profession and/or this course (for non-degree students).

Assignment 2: Cultural Interview, 2-3 pages (Due 6/5/21) (10% of grade) (upload to Bb)

Conduct an interview (virtually or by phone) with someone who identifies with a different cultural identity than you (e.g., race, ethnicity, religion, sexual orientation, ability status, etc.). When obtaining informal consent for the interview, be sure to explain that the interview will be personal, yet the interviewee will remain anonymous. Also, the purpose of this assignment is for you to learn about the life experiences of someone culturally different from yourself so that you can increase your awareness of cultural norms that may differ from your own, which is one step in developing cultural competencies as a counselor. Here is a list of questions that you should be sure to cover in your interview:

1. What cultural identities do you identify with?
2. What meaning do your identities have for you?
3. Are any one of your identities more important to you than the others? If so, why and when?
4. What do you like best about each of your cultural identities?
5. What is a common misconception about people from your culture(s)?
6. What do you wish people knew or understood about your culture(s)?
7. How could someone go about learning more about your culture(s)?
8. Have you ever felt excluded based on one or more of your identities?
9. Have you ever experienced discrimination? If so, in what form? How frequently? What do you think can be done to eliminate experiences of discrimination or oppression?
10. What has it been like for you to discuss these questions with me?

After your interview, 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 and be prepared to share your experiences with your interviewee if asked of you.**

Assignment 3: Social Justice Mini Research Paper, 3-4 pages (Due 6/12/21) (20% of grade) (Key Assignment: KPI A.2.b.1; CACREP 2.F.2.e & 2.F.2.h) Upload to Bb and VIA (two separate links on Bb). We will discuss separate links in class.

One of the unique aspects of the GMU Counseling 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. Rubric for paper provided on Bb and at the end of this syllabus.

Assignment #4 Community Resources Group Project/Presentation (20% of grade) Assignment details and grading component will be uploaded to Bb and discussed in class on 5/25/21. **Presentations will occur in our virtual class on 6/15/21. We will also use some class time for you to work with your group to prep for your presentations.**

Assignment #5: Final Course Reflection Paper; 2-3 pgs., (Due 6/19/21) (10% of grade) CACREP Std. 2.F.1.k Upload to Bb

There are two parts to this assignment: 1) Identify and discuss 2-3 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, 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 you would like to work on these during your time in the program and beyond.

Blackboard Postings [Bb] (20% of course grade) Students will be expected to provide at least two small Bb group posts per class session (see Bb small group posting due dates/times in class schedule—1st posting due date is May 20th at 4pm). Postings will focus on students' **interactive group reactions** to the class assigned readings, videos and class discussions. **All Bb small group postings are due by time/date listed on the syllabus. Student groups will be randomly assigned by the instructor and can be found under Bb Groups.**

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. Be open to peer responses/opinions that differ from your own and use language that is respectable to your peers.

Other Requirements

Class Attendance and Participation (10% of course grade):

Students are expected to attend each synchronous class (**9 synchronous class sessions**) and complete all reading assignments for class and Blackboard postings. Classroom participation is a vital part of this course. Students will contribute to online class discussions and engage in all the activities to foster a comprehensive understanding of the counseling profession and GMU Counseling Program therefore attendance at all class sessions and on Bb 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) unexcused synchronous class 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 a synchronous 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 chat (virtually) with the instructor on the first class to discuss continuing in the class this semester or taking the course during another semester. **All student course concerns can be addressed via email or by a scheduled virtual appointment with Dr. Talleyrand. Please allow 24-48 hours for email responses on weekdays (weekends not included).**

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 Counseling 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/>

COVID Concerns

If you are experiencing additional course concerns due to COVID please reach out to me via email at your earliest convenience. I will review a Covid Syllabus addendum on the first night of class; this addendum will be emailed to you prior to the start of class and posted in our Bb course.

Grading

In accordance with the George Mason University Grading Policy, the following grades may be achieved:
A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

Grading Policy

Grading will be based primarily upon the significance, thoroughness, accuracy, relatedness, reflection 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 content presented. As

noted above points/grade will be deducted from assignments that do not follow APA guidelines and/or exceed the page limit over 2 pages. Group presentations will be graded on individual's contributions to the group and comprehensive approach to identifying and sharing information and resources.

Written Assignments and Group Presentation will equal 70% of final course grade; class/Bb discussion group participation will equal 30% of final course grade.

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

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 606, 601, 525, 603, 604, 656 654, 652, 658	602, 606, 609, 601, 525, 603, 604, 656 613, 611, 626	2
Intermediate	608, 750, 660, 628, 619, 610, 797	608, 751, 660, 628, 619, 610, 797	3
Advanced	792, 793	794, 795	4

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.

EDCD602 Class Schedule

KEY: TB=Textbook Readings (G: Gladding or C& C: Corey & Corey); **Bb Folder**=Bb articles/readings/videos in Class Session folder; **Bb Postings**=Bb Discussion Group Postings

Class Session/Date	Class Content	Readings/Assignments Due	CACREP Standards
Class 1: May 18th Tuesday Synchronous	Overview of Course, History of Counseling, and Counseling Specializations	BB Folder #1	<u>2.F.1.a.</u> <u>5.C.1.a</u>
Class 2: May 20th Thursday Synchronous	Program Orientation Counselor Worldview/ Characteristics	TB: G: Ch.1 Appendix A; C&C: Ch. 1, 2 Bb Folder #2 Bb posting #1 by 4pm	<u>2.F.5.d</u> <u>2.F.1.k</u>
Class 3: May 22nd Saturday (Asynchronous)	Research and Ethical Issues in Counseling; Impact of Technology in Counseling	TB: G: Ch. 2, 11; C&C: Ch. 8,9 Bb Folder #3 Bb posting #2 by 9pm	<u>2.F.5.d</u> <u>2.F.5.e</u>
Class 4: May 25th Tuesday Synchronous	Helping Relationships/ Counseling Skills Overview of Community Resources Group Project/Presentation	<u>Assignment #1 Due*</u> TB: G: Ch.5, 6; C&C: Ch. 5, 6 Bb Folder #4; Bb posting #3 by 4pm	<u>2.F.1.k</u>
Class 5: May 27th Thursday (Asynchronous)	Counseling Theories	TB: G: Ch.7, 8, Appendix. B; C&C: Ch. 7 Bb Folder #5 Bb posting #4 by 9pm	
Class 6: June 1st Tuesday Synchronous	Review of Counseling Theories & Skills Engage in Practice Sessions	Bb Folder #6; Bb posting #5 by 4pm	
Class 7: June 3rd Thursday Synchronous	Values and the Helping Profession; Multicultural Social Justice Counseling Competencies	TB: G: Ch. 3,4; C&C: Ch. 3, 4 Bb Folder #7 Bb posting #6 by 4pm	<u>2.F.2.e.</u> ; <u>2.F.2.h</u>
Class 8: June 5th Saturday (Asynchronous)	Multicultural Social Justice Competencies continued	<u>Assignment #2 Due*</u> Bb Folder #8 Review MSJCC on Bb Bb posting #7 by 9pm	<u>2.F.2.e.</u> ; <u>2.F.2.h</u>
Class 9: June 8th Tuesday Synchronous	Overview of Assessment, Group Counseling, Career Counseling & Consultation, CMHC/SC Specializations	TB: G: 9,10,12,13-18; C&C: 11 Bb Folder #9 Bb posting #8 by 4pm	<u>5.C.1.a</u> 5.C.2.a & 5.C.2.c
Class 10: June 10th Thursday Synchronous	Non-Traditional Counseling Approaches/ Current Counselor Labor Market/Trends/School & Community Resources	TB: C&C: 12 BB Folder #10 BB posting #9 by 4pm	<u>2.F.1.f;</u> <u>2.F.1.h.</u> ; <u>2.F.5.j</u>
Class 11: June 12th Saturday (Asynchronous)	Work on Group Comm. Resources Presentation	<u>Assignment #3 Due*</u> No readings or Bb postings due	
Class 12: June 15th Tuesday Synchronous	Group Presentations/ Overview of Professional Counseling Organizations	<u>Assignment #4 Group Presentations Due*</u> TB: G: Appendix C	

Class 13: June 17th Thursday Synchronous	Crisis Counseling/ Counselor Fatigue/ Class Wrap Up/Reflection	<u>Assignment #5 Final Reflection Paper Due 6/19 (upload to Bb)</u> TB: C&C Ch. 13, 14 Final Bb posting #10 by 4pm	
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Counseling Program 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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and

Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

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

Assessment Rubric:

Social Justice Paper in EDC 602 (20 pts) (Key Assignment: KPI A.2.b.1; CACREP 2.F.2.e & 2.F.2.h)

Area Assessed	%	Exceeds Standards 4 A [100-94]; A- 93-91]	Meets Standards 3 B+ [90-87]; B [87-84]	Approaching Standards 2 B- [83-80]; C [79-70]	Below Standards 1 F [69 and below]
1. Writing & APA format (4 pts)	20	Adheres to APA format 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 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, 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 (4 pts)	20	Cites at least two scholarly (peer reviewed) articles that are completely relevant to social justice and greatly enhance the understanding of social justice	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] (4 pts)	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?”

4. Power and privilege [KPI A.2.b.1; CACREP 2.F.2.e] (4 pts)	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] (4 pts)	20	Demonstrates an accurate 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.