

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

EDCD 602.001 and 003 - Foundations in Counseling  
3 Credits, Fall 2022

Wednesdays, 1:30 – 4:10 PM  
Fairfax campus - West Building Room 1007

Wednesdays, 4:30 – 7:10 PM  
Fairfax campus - West Building Room 1007

**Faculty**

Name: Dr. Regine Talleyrand, Ph.D.  
Office Hours: **Please email me to schedule a virtual and/or in person appt.**  
Office Location: Krug Hall, Room 201A, Fairfax Campus  
Krug Hall Suite, 202 (Counseling Office)  
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 using a lecture format.

**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 Publication style (assessed in paper assignments).

### Professional Standards

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

<b>CACREP Standard</b>	<b>Course Objective Coverage</b>	<b>Course Activities</b>
history and philosophy of the counseling profession and its specialty areas ( <b>CACREP 2.F.1.a</b> )	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 ( <b>CACREP 2.F.1.d</b> )	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 ( <b>CACREP 2.F.1.f</b> )	This Standard is part of Course Objective #9, which is addressed in Class 11 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 ( <b>CACREP 2.F.1.h</b> )	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
strategies for personal and professional self-evaluation and implications for practice	This Standard is part of Course Objective #2, which is addressed in Classes 2, 4, and 7 on “Counselor Worldview”,	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</i>

<b>(CACREP 2.F.1.k)</b>	“Helping Relationship/Counseling Skills”, “Values and the Helping Profession”	<i>helper</i>
the effects of power and privilege for counselors and clients <b>(CACREP 2.F.2.e)</b>	This Standard is part of Course Objective #6, which is addressed in Classes 8 and 9 on “Multicultural Social Justice Counseling Competencies”	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.  Additionally, this Standard is measured as part of the Social Justice Mini Research Paper Key Assignment, which assesses KPI A.2.b.1
strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination <b>(CACREP 2.F.2.h)</b>	This Standard is part of Course Objective #7, which is addressed in Classes 8 and 9 on “Multicultural Social Justice Counseling Competencies”	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.  Additionally, this Standard is measured as part of the Social Justice Mini Research Paper Key Assignment, which assesses KPI A.2.b.1
ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships <b>(CACREP 2.F.5.d)</b>	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”	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>
the impact of technology on the counseling process <b>(CACREP 2.F.5.e)</b>	This Standard is part of Course Objective #5, which is addressed in Classes 2, 3, and 11 on “Counselor Worldview/Characteristics”, “Impact of Technology in Counseling”, “Non-Traditional Counseling Approaches”, “Overview of Professional Counseling Organizations”	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>

strategies to promote client understanding of and access to a variety of community-based resources ( <b>CACREP 2.F.5.k</b> )	This Standard is part of Course Objective #6, which is addressed in Classes 8 and 9 on “Multicultural Social Justice Counseling Competencies”	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)
history and development of clinical mental health counseling ( <b>CACREP 5.C.1.a.</b> )	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 ( <b>CACREP 5.C.2.a</b> )	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 ( <b>CACREP 5.C.2.c</b> )	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* (8<sup>th</sup> ed). Columbus, OH: Pearson. (G)
2. Corey, M. S., & Corey, G. (2020). *Becoming a helper* (8<sup>th</sup> 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* (7<sup>th</sup> 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. *Counseling 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 Publication style mandated for all paper assignments unless noted by Dr. Talleyrand)**

#### **Assignment 1: Counseling Profession Reflection Paper, 2-3 pages; (Due 9/14/22) (10 points) (upload to Bb)**

**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.

#### **Assignment 2: Cultural Interview, 2-3 pages (Due 10/19/22) (10 points) (upload to Bb)**

Conduct an interview (virtually or in person) 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, 4-5 pages max (Due 11/9/22) (20 points) (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 points)** Students will be randomly assigned to a group, presented with a counseling scenario, and will need to identify counseling needs/concerns and community resources (local, state, national). Assignment details and grading component will be uploaded to Bb Course Content and discussed in class. **Presentations will occur in class on 11/16/22. 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 12/4/22) (10 points) 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 points)** Students will be expected to provide Bb small and large group Bb discussion board posts (see Bb posting due dates/times in class schedule). Postings will focus on students’ interactive reactions to the class assigned readings, videos and class discussions. **Small groups will be randomly assigned by the instructor and can be found under Bb Groups.**

**Blackboard Expectations and On-Line Protocol**

Protocols 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 points):**

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 and attending the first class session is MANDATORY.** Students will contribute to 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 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 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 with the instructor on the first class to discuss continuing in the class this semester or taking the course during another semester. Class participation points will be assessed in the following manner:

**10: Attends all classes, arrives on-time, and actively participates in most classes 9: Attends all classes, arrives on-time, and moderately participates in most classes OR misses one class (unexcused), arrives on-time, and actively participates in most classes 8: Misses one class, arrives on-time, and moderately participates in most classes 7: Misses one class and/or several times late to class and/or low participation in most classes 6-below: Misses one class and/or chronic lateness and/or minimal participation in most classes. 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 considered 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.

<p><b>Written Assignments and Group Presentation will equal 70% of final course grade; class/Bb discussion group participation will equal 30% of final course grade.</b></p>
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### **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 Assessment are completed by instructors in all courses except electives and field experience courses (Practicum: 750/751; Internship 1: 792/793; and Internship 2: 794/795). In electives and field experience courses, instructors or supervisors may choose to complete a Professional Disposition Assessment should the need arise. In field experience classes, University and Site Supervisors will assess students on a Student Evaluation that is specific to P&I.

A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in “basic or pre-practicum level” courses may demonstrate the disposition sometimes or inconsistently. Students in “intermediate or practicum level” courses should demonstrate the disposition more often or frequently. The courses are assigned to levels as follows:

<i>Course Level</i>	<i>Courses</i>
<b>Basic (Pre-Practicum)</b>	Core: 602, 601, 525, 603, 609, 606, 604, 656 CMHC: 654, 652, 658      SC: 613, 611, 626
<b>Intermediate (Practicum)</b>	Core: 608, 660, 628, 619, 610, 797

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

**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 Board Postings

Class Session/Date	Class Content	Readings/Assignments	Course Obj. #
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		<b>Due</b>	
<b>Class 1: Aug. 24<sup>th</sup></b>	Overview of Course, History of Counseling, and Counseling Specializations	<b>Bb Folder #1</b>	#1
<b>Class 2: Aug 31<sup>st</sup></b>	Program Orientation Counselor Worldview/ Characteristics	<b>TB: G: Ch.1 Appendix A; C&amp;C: Ch. 1, 2 Bb Folder #2 Bb posting due</b>	<b>#2, #5</b>
<b>Class 3: Sept. 7<sup>th</sup></b>	Meet the Counseling Program Faculty; Research and Ethical Issues in Counseling; Technology in Counseling	<b>TB: G: Ch. 2, 11; C&amp;C: Ch. 8,9 Bb Folder #3 Bb posting due</b>	#5
<b>Class 4: Sept. 14<sup>th</sup></b>	Helping Relationships/ Counseling Skills Overview of Community Resources Group Project/Presentation	<b><u>Assignment #1 Due*</u> TB: G: Ch.5, 6; C&amp;C: Ch. 5, 6 Bb Folder #4; Bb posting due</b>	<b>#2, #3</b>
<b>Class 5: Sept. 21<sup>st</sup></b> <b><u>Asynchronous</u></b> <b>Complete work in Bb Folder #5</b>	Overview of Counseling Theories	<b>TB: G: Ch.7, 8, Appendix. B; C&amp;C: Ch. 7 Bb Folder #5; Work due on Bb by 9pm</b>	
<b>Class 6: Sept. 28<sup>th</sup></b>	Review of Counseling Theories/Skills; Engage in Practice Counseling Sessions	<b>Bb Folder #6</b>	#3
<b>Class 7: Oct 5<sup>th</sup></b> <b><u>Asynchronous</u></b> <b>Complete work in Bb Folder #7</b>	Values and the Helping Profession	<b>TB: C&amp;C: Ch. 3 Bb Folder #7; Work due on Bb by 9pm</b>	#2
<b>Class 8: Oct. 12<sup>th</sup></b>	Overview of Multicultural Social Justice Counseling Competencies (MSJCC)	<b>TB: G:Ch. 3,4; C&amp;C: Ch. 4; BB Folder #8 Bb posting due</b>	#6, #7
<b>Class 9: Oct. 19<sup>th</sup></b> <b><u>Asynchronous</u></b> <b>Complete work in Bb Folder #9</b>	Multicultural Social Justice Counseling Competencies continued	<b><u>Assignment #2 Due*</u> Bb Folder #9; Work due on Bb by 9pm</b>	#6, #7
<b>Class 10: Oct. 26<sup>th</sup></b>	Overview of Assessment, Group Counseling, Career Counseling & Consultation, CMHC/SC Specializations	<b>TB: G: 9,10,12,13-18; C&amp;C: 11 Bb Folder #9 Bb posting due</b>	#4
<b>Class 11: Nov. 2<sup>th</sup></b>	Non-Traditional Counseling Approaches/ Current Counselor Labor Market/Trends/School & Community Resources Overview of Professional Counseling Organizations	<b>TB: C&amp;C: 12; G Appendix C Bb Folder #10 Bb posting due</b>	#5, #8, #9
<b>Class 12: Nov. 9<sup>th</sup></b> <b>No Formal class mtg</b>	Work on Community. Resources Group Presentations outside of class	<b><u>Assignment #3 Due*</u> No readings or Bb postings due</b>	
<b>Class 13: Nov. 16<sup>th</sup></b>	Community Resources Group Presentations	<b><u>Assignment #4 Group Presentations Due*</u></b>	#5, #9
<b>Class 14: Nov. 23<sup>rd</sup></b>	<b>Holiday break—NO CLASS</b>	<b>No readings or Bb postings due</b>	
<b>Class 15: Nov. 30<sup>th</sup></b> <b>ONLINE (Zoom</b>	Crisis Counseling/ Counselor Fatigue/ Class Wrap	<b><u>Assignment #5 Final Reflection Paper Due</u></b>	

Link will be provided by Dr. Talleyrand prior to class)	Up/Reflection	<b>12/4 (upload to Bb)</b> <b>TB: C&amp;C Ch. 13, 14</b> <b>Final Bb posting due</b>	
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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 promoting 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](mailto:titleix@gmu.edu).

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

**KEY ASSIGNMENT Assessment Rubric:**

**Social Justice Paper in EDCD 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	Addresses the question “what does social justice in the counseling profession mean?” by demonstrating some thoughtfulness and depth of	Addresses the question “what does social justice in the counseling profession mean?” by demonstrating limited	Does not address the question “what does social justice in the counseling profession mean?”

		understanding	understanding	thoughtfulness and depth of understanding	
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.