Course Description
Catalog: Provides basic counseling skills. Emphasizes history of counseling, multifaceted role of counselors, professional organizations and memberships, and APA style of research. Introduces portfolio.

Relationship to C&D Program Goals and Professional Organization [Council for Accreditation of Counseling and Related Educational Programs-CACREP]:
EDCD 602 is the core foundation course for master’s degree students in the Counseling & Development [C&D] program, whether they enter the profession in a school or community counseling setting. This course provides a framework in which to analyze assumptions underlying professional roles for which students are preparing to work. Experiences are designed to help students formulate ideas and plan to create realistic definitions of their future roles. Emphasis will be placed on understanding the requirements of C&D’s counseling program, to include program plan, and the integrated and ethical use of technology. Additional emphasis will be on C&D’s basic mission statement, stressing the need for counselors to demonstrate Advocacy, Leadership, Social Change, and Multicultural Competencies. Basic counseling skills, professional student portfolio, and APA format and research will be introduced.
- CACREP-Section II.K.a: An understanding of all aspects of professional functioning; and
- CACREP-Section SCP.A: An understanding of professional functioning in School Counseling.

Student Outcomes
At the end of this course, students should be able to:
1. Identify key stages of evolution of counseling.
2. Describe various responsibilities and settings for school and community agency counselors
3. Evidence an awareness of issues pertaining to social reform & the counselor’s responsibilities to the school and community agency clients.
4. Evidence an understanding of the basic legal/ethical principles of the counseling profession.
5. Demonstrate knowledge of current and developing issues in counseling.
6. Demonstrate knowledge of, and participation in, professional counseling organizations and standards.
7. Define the helping process and its stages; demonstrate the basic active listening skills and basic relationship skills.
8. Evidence understanding of academic requirements and responsibilities required for successful completion of C&D Program.
9. Demonstrate a fundamental mastery of APA writing and research.
10. Demonstrate mastery of basic technology skills.
11. Demonstrate understanding the role of the student’s professional portfolio has in the C&D program.

Nature of Course Delivery
This course is taught using lectures, discussions, role-play scenarios, and case studies.

Required Texts
NOTE: All written work submitted in the C&D program courses must conform to APA standards. Students are expected to purchase the APA manual (5th edition) and consistently demonstrate successful application of its content. Sample portions of the APA manual appear in the "Style Guides and Manuals" link on the GMU library web guide at: http://library.gmu.edu/resources/edu

Other Required Readings
5) Selected articles from professional journals. Examples:
   Journal of Counseling and Development. (ACA).
   Professional School Counseling. (ASCA).
   Journal of Mental Health Counseling. (AMHCA).

PROFESSIONAL DISPOSITIONS
As posted on C&D homepage: http://gse.gmu.edu/programs/counseling/policies.htm

   Professional Performance Criteria (Effective February 25, 2003)

The American Counseling Association code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to exhibit the following:

Communication Skills
   Clear presentation and demonstration of multicultural competencies in counseling skills
   Clear oral communication
   Clear written communication
   Clear ability to demonstrate effective and supportive helping skills
   Clear ability to demonstrate effective listening skills

Collaboration
   Respect for the opinion and dignity of others
   Ability to collaborate with others
   Ability to demonstrate effective interpersonal skills
   Ability to participate as a colleague and team member in all aspects of professional training

   Professionalism
   Commitment to multiculturalism and diversity
   Commitment to social justice as it relates to counseling
   Respect of multiculturalism and diverse cultures
   Demonstration of openness, willingness to learn, and positive attitude about multiculturalism and diverse cultures
   Commitment to the psychological well-being, health, and wellness for all people
   Sound judgment
   Integrity and honesty
   Ability to accept personal responsibility
   Ability to receive and reflect upon constructive criticism
   Positive attitude
   Ability to meet deadlines
   Ability to maintain confidentiality with clients, students, and colleagues
   Appropriate assertiveness
   Ability to manage stress
   Ability to meet requirements as stated in course syllabi
   Adherence to ACA ethical guidelines
HONOR CODE
To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the even that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the university Catalog or Website at www.gmu.edu.

NOTE: This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. **If a student has disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester** so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).

Course Requirements / Assignments
1. Attend each class and complete reading assignments for class. As a graduate student, you are expected to arrive on time and stay for the entire class period. **Missing two classes could result in failing the course.** Meaningful participation to class discussions / activities is required.

2. **4:30 Quizzes.** Three quizzes on previous week’s readings and lectures. There will be no make-up for missed quizzes or for late attendance.

3. **C&D Program Plan/Course Rationale Paper.**
   - **C&D Students:** Meet with your advisor prior to due date of assignment.
     a) Use APA format, to include:
        i) Cover sheet, running head, and page numbers.
        ii) Running head should be:
           (1) Program Plan-SC or Program Plan-CA [SC=School Counseling track; CA=Community Agency track] OR
           (2) Course Rationale [for non-program students]
        iii) The title of your paper is:
           (1) Program Plan: School Counseling OR
           (2) Program Plan: Community Agency Counseling OR
           (3) Course Rationale
        iv) Byline:
           (1) Name
           (2) School Affiliation
           (3) Advisor’s Name: [NOTE – for this paper only]
   - **C&D Program Students:**
     i) Timeline/courses [by semesters] for your personal completion of C&D program
     ii) Identify grade levels or perspective community agency site locations for practicum and for internship.
     iii) Anticipated date of graduation.
   - **Extended-Studies Students:**
     i) One page paper explaining why you are taking this course. Rationale for taking this course. [How does it fit with your professional/personal goals? What do you hope to get out of this course? etc]
4. **Role Statement Paper.** A grading rubric will be posted on Blackboard.
   a) Write a paper to reflect your professional role as a school or community agency counselor. Use APA format. Paper should include: cover page, abstract, body of paper, reference page, and appendix section for article inclusion.
   a) Length of paper: 4 pages [abstract and body of paper]. This does not count cover sheet, reference sheet, or appendix section. Please meet, but do not exceed, this page limit.
   b) NOTE: While the use of technology may be integral to much of your research, online articles may not be used as your primary professional counseling journal article. They must be obtained from a professional counseling journal, hardcopy edition. This is to ensure that you do not limit your focus merely to the availability of articles found via electronic research.
   c) Be sure your abstract follows APA format. It should contain at least 80 words but does not exceed 120 words. Be sure your abstract is well written, accurate, and concise.
   d) Remember to use research citations throughout your work. Although some of this is reflective in nature, the majority of your paper must be based on the professional literature (i.e., from professional counseling journal articles).
   e) The title of your paper is: *The Role of the [insert one that is applicable: Community Agency or Professional School] Counselor.*
   f) The running head is: PGO-School or PGO-Agency
   g) Use these headings in the main body of the paper:
      i) **Role Statement.** Describe the role of the counselor in your specific counseling field [school or community agency]. Integrate C&D’s perspective of leadership, multiculturalism, social justice, and advocacy.
      ii) **Ethical and Legal Considerations.** Describe key ethical and legal issues pertinent to your specific counseling field. Relate these issues to the five fundamental principles.
      iii) **Focus.** Describe a specific focus or population that you want to address.
         ▪ As support for this section, attach as an appendix, a minimum of one current journal article from a professional publication journal, related to your particular interest. Publication date must not exceed five years (i.e., 1999).

5. **Technology Component.**
   a) Register with GMU to obtain GMU email account. NOTE: All students must have a GMU email account. This is the official email address used by Registrar and Dean’s office.
   b) WEB SITE: Use Blackboard as primary web link to access course instruction, and documents, and to communicate with classmates. Blackboard address is: [http://blackboard.gmu.edu](http://blackboard.gmu.edu)
   c) Access web for professional national and state counseling organizations to include ACA, ASCA, AMHCA, VCA, and VSCA. Share information with instructor and classmates.

6. **Team Reports.** A grading rubric will be posted on Blackboard.
   a) Students will be assigned to specific groups/teams to present information to the class about a particular topic.
   b) Reports will take 40 minutes – presentations will be timed. It is suggested that you do a dry run of the presentation prior to class night to ensure the timing of the presentation.
   c) Presentations should demonstrate awareness of the various teaching/learning styles. Must use PowerPoint for presentation.
   d) All group members must evidence equal participation, both in workload and in presentation.
   e) Each group will be responsible for handouts to classmates.
   f) Each group will be responsible for the set-up of AV equipment, etc. It is suggested that you do your dry run on the classroom computer, to ensure that your disks, etc. are compatible with GMU equipment and you are familiar with hardware.
   g) Each group member will hand in a separate packet to the instructor. Each packet will contain: a cover sheet, an individual abstract summarizing the entire report, a reference page, and an appendix section with the general handouts that are distributed to classmates.
7. **Professional Growth Opportunity Paper. [PGO].** A grading rubric will be posted on Blackboard.
   a) Write a paper to demonstrate the impact/learning that occurred when you attended a professional growth opportunity** for school or community agency counselors. Use APA format. Paper should include: Cover page, abstract, body of paper, reference page, and appendix section. The appendix is to include any handouts that are distributed. If none are available, then include the flyer or brochure that advertised your event.
   b) The title of your paper is: *Professional Growth Opportunity:* [and then name the specific event that you attended].
   c) Length of paper: 3 pages [includes the abstract and the body of your paper]. This does not count cover sheet, reference sheet, or appendix section. Please meet, but do not exceed, this page limit.
   d) Be sure your abstract follows APA format. It should contain at least 60 words but should not exceed 75 words. Be sure your abstract is well written, accurate, and concise.
   e) **Use the following headings** in the main body of the paper. Each section should be one full page.
      i) *Summary Statement.* Objectively summarize the workshop/session that you attended. Highlight key issues relevant to your particular counseling field [school or community agency counseling].
      ii) *Personal Reflections.* Describe your reactions to the content of the professional growth opportunity that you attended. What did you learn? What impact did it make on your professional goal to be a school or community agency counselor? What were the strengths of the session? What were the areas for growth?

**Examples of Professional Growth Opportunities:**
   Check Blackboard for list of current opportunities.
   They are posted under “Course Documents → PGOs.”

8. **Final Examination.** Examination will cover materials from class lectures and readings. Exam will include multiple choice and fill-in-the-blank questions.

**Grades:** Grading rubrics are listed on Blackboard.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>100-97=A</td>
<td>96-94=A-</td>
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<tr>
<td>93-91=B+</td>
<td>90-87=B</td>
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<tr>
<td>86-84=B-</td>
<td>83-80=C</td>
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<tr>
<td>79-0=F</td>
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Participation .................. 5  Team Reports ................. 15  Role Statement ............. 15
Weekly Quizzes ............... 25  PGO assignment .......... 15  Final Examination ........... 25

Grading on written work will take into account the following factors: quality of written work, knowledge of content area, APA format, and adherence to requirements of assignment. **As a graduate student, it is expected that all of your work will be turned in on the assigned dates. If an assignment is accepted at a later date, it is subject to a penalty of 10% of the award for every day it is overdue.**
<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY / TOPICS</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>Jan. 26</td>
<td>Overview and Intro. of course</td>
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<td>Email account/Blackboard website</td>
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<td></td>
<td>Requirements of C&amp;D program/Portfolio/Procedures</td>
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<tr>
<td>Feb. 2</td>
<td>The Counseling Profession: Historical Perspective</td>
<td>C&amp;G pp. 3-49</td>
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<td>Feb. 9</td>
<td><strong>7:30 Quiz #1</strong></td>
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<td></td>
<td>The Helping Relationship -</td>
<td>C&amp;G pp. 50-68</td>
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<td></td>
<td>Basic Counseling Skills – Part One</td>
<td>King pp. 7-33</td>
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<td><strong>7:30 Quiz #2</strong></td>
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<td>APA, Library Resources</td>
<td>DUE: C&amp;D Program Plan</td>
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<td>Ethical and Legal Considerations in Counseling</td>
<td>Course Rationale Paper.</td>
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<td>C&amp;G pp.85-105</td>
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<td>APA Manual</td>
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<td>Mar. 1</td>
<td><strong>7:30 Quiz #3</strong></td>
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<td></td>
<td>Counseling in Specific Settings – School</td>
<td>C&amp;G pp 291-338</td>
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<td>Mid-semester evaluation of course</td>
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<td>MAR. 8</td>
<td><strong>GMU SPRING BREAK – NO CLASSES</strong></td>
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<td>Mar. 15</td>
<td>Role of the Counselor</td>
<td>DUE: Role Statement</td>
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<td>Counseling in Specific Settings – Community Agency</td>
<td>C&amp;G pp 291-338</td>
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<td>Mar. 22</td>
<td>Counseling and Technology – ASCA-Julie Taylor</td>
<td>C&amp;G pp. 106-120</td>
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<td>Mar. 29</td>
<td>Team Reports:</td>
<td>DUE: Team reports-40 min.each</td>
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<td></td>
<td>Group #1 [pp.341-356]</td>
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<td></td>
<td>Group #2 [pp. 357-385]</td>
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<td>April 5</td>
<td><strong>Professional Growth Opportunity - No Class</strong></td>
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<td>April 12</td>
<td>Team Reports:</td>
<td>DUE: Team reports-40 min.each</td>
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<td>Group #3 [pp. 386-414]</td>
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<td>Group #4 [pp.415-434]</td>
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<td>April 19</td>
<td>Team Reports:</td>
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<td>Group #5 [pp.435-462]</td>
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<td>April 26</td>
<td>Professional Growth Opportunity reports</td>
<td>DUE: PGO assignment</td>
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<td>Class evaluation</td>
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<tr>
<td>May 3</td>
<td>Professional Growth Opportunity reports - continued</td>
<td>Have a great summer!</td>
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