George Mason University  
College of Education and Human Development  
Graduate School of Education - Counseling & Development

EDCD 602: Foundations in Counseling  
Spring 2006  Mondays 7:20 – 10:00  Robinson A 210

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Office Hours: by appointment

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 Justice, 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.

NOTE: The course professor is unaware of any potential physical, psychological or social risks that would be anticipated through enrolling in this course. It is possible that through class activities such as role-playing, issues may be addressed resulting in some level of anxiety among students. If this were to
occur, the student is expected to meet with the course professor. However, it is also possible that these same issues may encourage the student to seek information on such issues to enhance his or her counseling skills.

**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://linguistics.byu.edu/faculty/henrichsenl/apa/apa01.html](http://linguistics.byu.edu/faculty/henrichsenl/apa/apa01.html)

**Other Recommended Readings**
5) Selected articles from professional journals. Examples:
   - *Journal of Counseling and Development*. (ACA).
   - *Journal of Multicultural Counseling and Development (JMCD)*

**PROFESSIONAL DISPOSITIONS**
GMU students are expected to exhibit professional behavior and dispositions. See: [www.gse.gmu.edu](http://www.gse.gmu.edu) for a listing of these dispositions. As counselor trainees, you have additional professional performance standards.

**C&D’s 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

Professional Performance Criteria found on C&D’s homepage: http://gse.gmu.edu/programs/counseling/policies.htm

GMU’s 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 event that the individual is found guilty, he or she will be punished accordingly.

Please refer to the university Catalog or Website at http://mason.gmu.edu/~montecin/plagiarism.htm for the full honor code.

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. Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

NOTE: All written work submitted in 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://linguistics.byu.edu/faculty/henrichsenl/apa/apa01.html. Sample documents are also found on Blackboard.

Remember, per APA, papers should be stapled together, not contained in binders, of any sort.

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.
   - All written assignments are due at the beginning of class on the day assigned.
   - Missing two classes could result in failing the course.
   - Meaningful participation to class discussions / activities is required. Rubric is on Blackboard.
   - NOTE: Please turn off your cell phone before the start of class.
2. **4:30 Quizzes.** Two quizzes on previous week’s readings and lectures. There will be no make-up for missed quizzes or for late attendance on the day of the quiz.

3. **C&D Program Plan/Course Rationale Paper.** [C&D Students **must** with their advisor prior to the due date of this assignment. Do not wait until the last minute to schedule your meeting!] Use APA format, to include:
   
   1. **Cover sheet:**
      a. Running head should be:
         i. Program Plan-SC or Program Plan-CA **OR**
         ii. Course Rationale [for non C&D program students]
      b. Page header [same as running head]
      c. Page number
      d. The title of your paper is:
         i. Program Plan: School Counseling **OR**
         ii. Program Plan: Community Agency Counseling **OR**
         iii. Course Rationale [for non C&D program students]
   
   e. **Byline:**
      i. Name
      ii. School Affiliation
      iii. NOTE – add this line for this paper only:
         C&D Students: Advisor: [Dr…]. Non C&D program students: Extended Studies
   
   2. **Body of paper**
      a. Students in Program:
         i. Timeline/courses [by semesters] in chart format, for your personal completion of C&D program.
         ii. Anticipated date of graduation.
      b. Extended-Studies Students:
         i. One page paper providing a 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. **Social Justice Paper.** Review the grading rubric posted on Blackboard.
   
   a) Explore **three** social justice topics found on the Internet. The three website topics must relate to school or community agency counseling. Write a six-page summary [two pages for each website] describing how each website promotes social justice and how this impacts your future work in your specific counseling field [either in school counseling or in community agency counseling]. Each website should focus on a separate social justice issue. NOTE: You must review the website and NOT just retrieve an article found on the web and review it.
   
   b) Find one peer-reviewed counseling/counseling-related journal article to support one of your SJ findings. Cite the juried article in at least of the website sections. Attach a hard copy of the article in the appendix section of your paper. Publication date must not exceed five years (i.e., 2001).
   
   c) Use APA 5th edition format. Paper should include: cover page, abstract, body of paper, reference page, and appendix section for article inclusion.
   
   a) Length of paper: **Seven** pages [abstract and body of paper]. Each website reviewed should be approximately two pages. Start a new page for each website. This does not count cover sheet, reference sheet, or appendix section. Please meet, but do not exceed, this page limit.
   
   d) NOTE: While the use of technology is integral in to much of your research, online articles may **not** be used unless they are from professional juried counseling journals.
   
   e) The title of your paper is: Social Justice and the Role of the [insert one that is applicable: Community Agency or Professional School] Counselor.
   
   f) The running head is: SJ-School or SJ-Agency.
   
   g) **Abstract.** It should contain at least 80 words but does not exceed 120 words. Be sure your abstract is accurate, self-contained, concise, specific, non-evaluative, coherent, and readable. It should include a short definition of the term, “social justice.” Opening paragraph is written in an objective, third person, voice.
h) 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 a professional counseling/counseling-related journal article and the specific websites).

i) For this paper only: Use the web page titles as the title of each page [i.e., as you review each website, the title of that page is the title of the website on which you are reviewing]. The running head will remain the same for the entire paper.

j) NOTE: Each SJ website is reviewed separately. Each review contains the following:
   i) Introductory paragraph: [NOTE: As with any paper, you always include an introductory paragraph. Remember, it does NOT get a heading level.] Briefly introduce the content of the paper, to include the social justice site web address and its sponsor. It should include a more detailed definition of the term that was offered in the abstract, as it pertains to (school or community agency) counseling. It is written in an objective, third person, voice.

   Heading levels for each website reviewed start here:
   ii) Focus. Describe the focus or type(s) of social justice highlighted in each specific website. Provide appropriate and accurate citations. It is written in an objective, third person, voice.
   iii) Ethical Principles. Briefly discuss the role of the counselor regarding social justice, integrating one or more of the five ethical fundamental principles, as appropriate.
   iv) Summary Statement. Provide a reflective summary of the role of the counselor re: social justice.
   How does the work/focus on social justice, as portrayed from this website, impact your future work in your specific counseling field [school or community agency]? Do you agree with the website’s interpretation of the term? What are the strengths of the website? What are its areas for growth?

k) Appendix Section
   i) Directly under “Appendix,” write: Supportive Journal Article, to briefly describe the appendix document. Includes supportive counseling journal article. Primary article must be hardcopy version obtained from a juried professional counseling or counseling-related journal.

5. Technology Component.
   a) Register to obtain GMU email account: https://mail-web.gmu.edu/
   b) All students must have, and use, their GMU email account. This is the official email address used by the Registrar, the Dean’s office, and C&D faculty and instructors. Students are expected to check their GMU email on a daily basis during the semester.
   c) Students must monitor their quota restrictions, especially if they have mail forwarded to personal accounts. This will be more thoroughly discussed the first night of class.
   d) WEB SITE: Use Blackboard as the primary web link to access course instruction, documents, and to communicate with classmates. All documents for EDCD 602, including all PowerPoint lectures, are posted on Blackboard. GMU’s Blackboard address is: http://blackboard.gmu.edu
   e) Access web for professional national and state counseling organizations to include ACA, ASCA, AMHCA, VCA, and VSCA. Share information with instructor and classmates.

   NOTE: Students must agree to abide by the GMU’s policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

6. Team Reports. Review the grading rubric posted on Blackboard.
   a) Students will be assigned to specific teams to present information to the class about a particular topic.
   b) Reports will take 45 minutes. This includes Q&A. Presentations will be timed.
   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, student’s individual abstract summarizing the entire report, the group’s PowerPoint slides, a reference page, an appendix section with the supporting journal article, and any extra handouts that are distributed to classmates.

Publication date for the supporting journal article must not exceed five years (i.e., 2001).

Abstract. It must follow APA 5th edition format. It should contain at least 80 words but does not exceed 120 words. Be sure your abstract is accurate, self-contained, concise, specific, non-evaluative, coherent, and readable. It must summarize the team’s entire report.

The citations on the reference page include the chapter you are addressing and your handouts.

Remember to include an “Appendix” page and then your attachments.

(1) Appendix A: Supportive Counseling Journal Article
(2) The journal article does not need to be discussed in paper.

The title of your paper is: Team Report: [insert the chapter title of your report].

The running head is: TR- [and then a two or three-word description of the issue].

7. Professional Growth Opportunity Paper [PGO]. Review the grading rubric posted on Blackboard. Chi Sigma Iota (CSI) posts workshops, conferences, etc., as they become known.

a) Instructor must give prior approval to all PGOs.

   i) A form is on Blackboard for this purpose. Send it, via email attachment, to the instructor, if handing it in prior to due date.

b) The total time spent on at a PGO must be two or more hours.

c) 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 (5th edition). 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. Remember to include an “Appendix” page and then your attachments.

d) The title of your paper is: Professional Growth Opportunity.

e) The running head is: Professional Growth Opportunity.

f) Length of paper: three pages [includes the abstract and the body of your paper]. This does not count cover sheet, reference sheet, or appendix section. Meet, but do not exceed, this page limit.

g) Abstract. It must follow APA 5th edition format. It should contain at least 80 words but does not exceed 120 words. Be sure your abstract is accurate, self-contained, concise, specific, non-evaluative, coherent, and readable. Is written in an objective, third person, voice.

h) Opening Paragraph. As with any paper, you always include an introductory paragraph. Remember, it does NOT get a heading level. Remember to put the title of the paper at the top of this page per APA. Briefly introduce the content of the paper. Provide the time, date, name of presentation, presenter’s name and credentials, and location of the presentation. Remember to cite the workshop per APA 5th edition guidelines. Opening paragraph is written in an objective voice. This is not the place to express personal opinion.

   i) Use the following headings in the main body of the paper for each PGO attended.

      i) Summary Statement. Objectively list and summarize the workshop/session that you attended. Highlight key issues relevant to your particular counseling field [school or community agency counseling]. Highlight, if any, evidence of C&D’s perspective of leadership, multiculturalism, social justice, and advocacy that emerged throughout the PGO.

      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?

j) Appendix Section [check APA for Appendix section]

   i) Appendix A: Includes supportive counseling-related journal article [relevant to topic]. Primary article must be hardcopy version obtained from a juried professional counseling/counseling-related journal. Be sure to cite article in the “Reference” section of your paper.

   ii) Appendix B: Includes handouts/advertisement flyer from PGO.
8. **Final Examination.** Examination will cover materials from class lectures and readings. Exam will include multiple choice and true/false questions. There will be one question, with several response answers, that requires you to fill in the blank. Hint: Know the four components of the C&D Mission Statement

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-97</td>
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<tr>
<td>A-</td>
<td>96-94</td>
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<tr>
<td>B+</td>
<td>93-91</td>
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<tr>
<td>B</td>
<td>90-87</td>
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<tr>
<td>B-</td>
<td>86-84</td>
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<td>C</td>
<td>83-80</td>
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<tr>
<td>F</td>
<td>79-0</td>
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Participation……………………5  Team Reports………………..8  Social Justice Paper………..30
Weekly Quizzes……………….25  CCCE/PGO assignment…..7  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 at the beginning of class on the assigned dates. If an assignment is accepted at a later time/date, it is subject to a penalty of 10% of the award for every day it is overdue.** Do not count on printing out your assignment in the computer lab right before class. This has caused problems in the past when the lab has been closed. Assignments turned in on due date, but after 4:30, might not be accepted or could result in a deduction of points.

**EDCD 602 - Class Schedule**

**NOTE:** Please turn off your cell phone before the start of each class.

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY / TOPICS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 23</td>
<td>Overview and Intro. of course; Email account/Blackboard website</td>
<td>Requirements of C&amp;D program/C&amp;D Mission statement/Procedures</td>
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<tr>
<td>Jan. 30</td>
<td>Room location: Computer Lab-A352</td>
<td>C&amp;G pp. 100-122</td>
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<tr>
<td></td>
<td>APA, Library Resources-Starting Research</td>
<td>APA Manual</td>
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<tr>
<td>Feb. 6</td>
<td>The Counseling Profession: Historical Perspective Professional Associations</td>
<td>C&amp;G pp. 3-55</td>
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<tr>
<td>Feb. 13</td>
<td><strong>4:30 Quiz #1</strong></td>
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<tr>
<td></td>
<td>Ethical and Legal Considerations in Counseling</td>
<td>C&amp;G pp. 75-99</td>
</tr>
<tr>
<td>Feb. 20</td>
<td>The Helping Relationship:</td>
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<td></td>
<td>Basic Counseling Skills</td>
<td>C&amp;G pp. 56-74</td>
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<td>King pp. 7-57</td>
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<td>Ivey packet</td>
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<td><strong>DUE: C&amp;D Program Plan or Course Rationale Paper.</strong></td>
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<tr>
<td>Feb. 27</td>
<td><strong>4:30 Quiz #2</strong></td>
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<tr>
<td></td>
<td>Counseling and Technology</td>
<td>C&amp;G pp. 123-152</td>
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<tr>
<td>March 6</td>
<td>Counseling in Specific Settings – School</td>
<td>DUE: Social Justice Paper</td>
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<tr>
<td></td>
<td>Mid-semester evaluation of course</td>
<td>C&amp;G pp. 331-356</td>
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<tr>
<td>March 12-19</td>
<td>GMU Spring Break – NO CLASS</td>
<td></td>
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<tr>
<td>March 20</td>
<td>Counseling in Specific Settings – Community Agency</td>
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<tr>
<td>March 27</td>
<td>Team Reports:</td>
<td></td>
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<tr>
<td></td>
<td>Group #1 – Counseling the Older Adult [pp. 383-400]</td>
<td>DUE: Team reports 45 min. each</td>
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</tbody>
</table>

<p>| March 20  | Counseling in Specific Settings – Community Agency                               | C&amp;G pp. 357-380                                                             |
| March 27  | <strong>DUE: PGO Prior Approval Form</strong>                                                 |                                                                 |
| March 27  | Team Reports:                                                                    |                                                                 |
|          | Group #1 – Counseling the Older Adult [pp. 383-400]                              | DUE: Team reports 45 min. each                                                |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Due</th>
</tr>
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<tbody>
<tr>
<td>April 3</td>
<td>Team Reports: Group #2 – Counseling Couples and Families [pp. 401-429]</td>
<td>45 min.each</td>
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<tr>
<td>April 10</td>
<td>Team Reports: Group #3 – Counseling GLB Clients [pp. 430-464]</td>
<td>45 min.each</td>
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<tr>
<td>April 17</td>
<td>Team Reports: Group #4 – Counseling Clients with Disabilities [pp. 484-505]</td>
<td>45 min.each</td>
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<tr>
<td>April 24</td>
<td>Professional Growth Opportunity reports</td>
<td>PGO assignment</td>
</tr>
<tr>
<td>May 1</td>
<td>Final Exam</td>
<td>Have a great break!</td>
</tr>
</tbody>
</table>