GEORGE MASON UNIVERSITY
Graduate School of Education

EDCD 602: Foundations In Counseling
Summer 2003

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Class Location: Monday, Wednesday and Friday, 3:50-6:50 p.m. ENT 279

Course Description:
This course is designed to provide students with an introduction to the field of professional counseling. The main objectives of the course are to provide graduate students in counseling with knowledge about the history and foundations of counseling, the professional identity and multifaceted role of the counselor, C&D mission statement and its relationship to counseling, knowledge and understanding of the helping relationship, ethical and legal standards, familiarity with technological resources and its application to counseling, counseling research and writing, introduction into helping skills, practice of counseling in various settings, introduction to various trends in counseling, professional organizations and memberships, and APA style of writing.

Course Objectives/Student Outcomes:

1. Develop a working knowledge of what it means to be a counselor, including the historical, philosophical, theoretical, and professional foundations of counseling.

2. Develop a greater self-understanding of oneself in the counseling role through self-exploration and self-appraisal.

3. Gain knowledge about the definition of helping in terms of counseling and recognize basic counseling skills such as active listening and attending skills.

4. Identify and explore career possibilities within the counseling profession, and identify work setting in the profession.

5. Identify the role, function and professional identity of the community agency and school counselors.

6. Identify and explore the critical issues, trends, legal and ethical standards in the field of counseling.
7. Gain knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede client’s personal/social success, academic, career and overall development.

8. Gain knowledge and skills in the application of current and emerging technology and its relationship and implications to counseling.

9. Describe the relationship between the C&D program’s mission statement and the current trends in counseling.

10. Become familiar with the requirements for professional counselor, the body of literature and research that is generic to the field, and professional preparation standards that impact the field as a whole.

11. Recognize the background, current requirements, and the impact of professional certification, licensure, accreditation practices, and public policy that impacts standards of the profession.

12. Become familiar with professional counseling organizations, their benefits, services, and the key role they play in support the profession, individual counselors, and clients.

13. Demonstrate a mastery of APA style.

**Relationship to Program Goals and Professional Organization:**

EDCD 602 is the core foundation course for master’s degree students in the Counseling & Development [C&D] program. This course provides a framework in which to analyze assumptions underlying professional roles for which students are preparing to work. Emphasis will be placed on understanding the C&D’s mission statement of Multicultural, Social Justice, Advocacy and Leadership and its relationship to the field of counseling and to the role and function of community agency and school counselors. The course provides a foundation for other courses in the program and addresses issues of research, technology, APA format, ethics, professional identity, basic counseling skills, professional portfolio, licensure, current trends in the field of counseling. As well as, understanding the C&D program requirements and program planning.

EDCD 602 fulfills the requirements and standards for Foundations in Counseling in the following professional organizations: Virginia Department of Education, Virginia Department of Health Professions, American Counseling Association (ACA) Code of Ethics and Council for the Accreditation of Counseling and Related Educational Programs (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).

**Professional Dispositions**

The Graduate School of Education (GSE) expects that all students abide by the following: Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a
listing of these dispositions, as well as, the C&D professional Disposition, as posted on C&D homepage: [http://gse.gmu.edu/programs/counseling/professional_performance.htm](http://gse.gmu.edu/programs/counseling/professional_performance.htm)

**Required Texts:**


**Selected articles from professional journals (e.g.)**

- *Journal of Counseling and Development*
- *Journal of Multicultural Counseling & Development*
- *Journal of Specialist in Group Work*
- *Professional School Counseling*
- *Journal of Mental Health Counseling*
- *Journal of Counseling Psychology*
- *Journal of Cross-Cultural Psychology*
- *Cultural Diversity & Ethnic Minority Psychology*
- *Journal of Community Psychology*
- *Counselor Education and Supervision*
- *Child Development*
- *Journal of Consulting and Clinical Psychology*

Articles are NOT limited to the above journals.

**Honor Code:**

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full 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. For further information, please refer to the university Catalog or Website at [www.gmu.edu](http://www.gmu.edu).
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: 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 a 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).

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

**Note:** GMU requested that students turn off their pagers and/or cell-phones before class begins.

### Evaluation and Grading

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<th>Assignments</th>
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**Grading Policy:**

Grading will be based primarily upon the significance, thoroughness, accuracy, relatedness, logic and degree to which points made are effectively supported. Papers receiving an “A” grade will be outstanding in each area. Grammar and style will be taken into account when they detract from the presentation or understanding of the professional arguments made. As noted above
points/grade will be deducted from assignments that do not follow APA guidelines and/or exceed the page limit.

**Participation and Attendance in Class:** Classroom participation is a vital part of this course. Due to the limited time frame, class attendance is indispensable. Therefore it is expected that students will attend all classes (which includes arriving on time and staying for the entire class) and participate fully in class discussions and exercises. Grades for this portion will be assigned due to the quality of participation. If students miss more than 1 class without an acceptable reason (e.g., family emergency, illness with a doctor’s certificate) it will affect the participation/attendance grade. If students miss 2 or more classes without acceptable reasons students will not receive a passing grade for the course. If there is a scheduling conflict that interferes with attendance during any portion of the class students should see the instructor in the first class to discuss continuing in the class this semester or taking the course during another semester. **The first day of class is mandatory.**

**Grading Scale:**

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