

GEORGE MASON UNIVERSITY
Graduate School of Education
EDCD 602 - 001: Foundations In Counseling
FALL 2009

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Office Hours: By appointment only

Class Location: Tuesdays 7:20 pm – 10:00 pm Enterprise Hall 275

Course Description

This is course designed to provide students with an introduction to the field of professional counseling. The main objectives of the course are to provide graduate students with knowledge about the history and foundations of counseling, the professional identity and multifaceted role of the counselor, the Counseling and Development Program 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 to 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. Understand the role of social justice and advocacy in the counseling profession.
8. Understand cultural diversity within the context of the counseling field.
9. 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.
10. Gain knowledge and skills in the application of current and emerging technology and its relationship and implications to counseling.
11. Describe the relationship between the C&D program's mission statement and the current trends in counseling.
12. 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.
13. Recognize the background, current requirements, and the impact of professional certification,

- licensure, accreditation practices, and public policy that impacts standards of the profession.
14. Become familiar with professional counseling organizations, their benefits, services, and the key role they play in support the profession, individual counselors, and clients.
 15. 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

As posted on C&D homepage:

http://gse.gmu.edu/programs/counseling/professional_performance.htm

Required Texts:

- *Coyne, R. K., & Bemak, F. (2005). *Journeys to professional excellence: Lessons from leading counselor educators and practitioners*. Alexandria, VA: American Counseling Association.
- *Corey, M. S., & Corey, G. (2007). *Becoming a helper* (5th Ed.). Brooks/Cole.
- *Gladding, S. (2007). *Counseling: A comprehensive profession*. Pearson, Merrill Prentice-Hall.
- *American Psychological Association. (2009). *Publication manual of the American psychological association (6th ed.)*. Washington, DC: Author.

Other Required Readings:

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.

Professional Performance Criteria

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

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

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

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.

The following two paragraphs are taken directly from GMU's website re: plagiarism.

Plagiarism Statement

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism.

Plagiarism and the Internet

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. ([Virginia Montecino](#))

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).

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

Course Requirements/Assignments

Details of Assignments/Requirements will be given on the first day of class, as well as, posted on Blackboard (under Course Documents)

Evaluation and Grading

Assignment 1-a	Reflection paper	10
Assignment 1-b	Reflection paper	10
Assignment 2	CSJ website	5
Assignment 3	Group project/movie	15
Assignment 4	Role of counselor	15
Assignment 5	Journal Reviews	20
Blackboard Participation		10
Attendance/Class Participation		15
*C&D Students submit Program Plan		
Total		100

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.

*** Attendance**

If students have two or more unexcused absences, they can fail the class. Finally, lateness to class can count towards someone’s absence and/or participation grade.

Grading Scale:

A=100-97; A-=96-94; B+=93-91; B=90-87; B-=86-84; C=83-80; F=below 70

Course Schedule EDCD 602 – Fall 2009

Date/Class	Topic	Readings/Assignments
Class 1 September 1 st	- Introduction - Overview - C&D Mission - Historical Perspective	Blackboard Gladding Chapter 1 Corey & Corey Chapter 1
Class 2 September 8	- Library and school resources - Research and writing skills - Knowing yourself	Blackboard-Journeys Ch. 1&2 Gladding Chapter 2 Corey & Corey Chapter 4
Class 3	- Basic Skills	Blackboard-Journeys Ch. 2&3

September 15	- Therapeutic Process	Gladding 6-7 ** Assignment 1-a Due
Class 4 September 22	- Basic Skills - Helping Relationship	Blackboard-Journey Ch.4 Corey & Corey Chapter 6 Gladding Chapter 8, 10
Class 5 September 29	- Traditional Counseling Approaches and theory	Blackboard-Journey Ch. 5 Corey & Corey Ch. 5 Gladding Ch. 9, 10
Class 6 October 6	- Multicultural Issues in Counseling	Blackboard-Journeys Ch. 6&7 Corey & Corey Chapter 7 ** Assignment 2 Due
Class 7 October 13	NO CLASS. Monday classes meet on Tuesday. Tuesday classes are cancelled.	
Class 8 October 20	- Multicultural issues in counseling - Group project presentations	Blackboard-Journeys Ch. 8&9 Gladding Chapter 4-5 ** Assignment 3 Due
Class 9 October 27	- Counseling in different settings - School counseling **Guest speaker	Blackboard-Journeys Ch.10 Gladding Chapter 11, 16, 17 Corey & Corey Chapter 12
Class 10 November 3	- Legal and Ethical issues - Community Agency counseling **Guest Speaker	Blackboard-Journey Ch.11 Corey & Corey Chapter 9 Gladding Chapter 3, 20.
Class 11 November 10	- Non-traditional approaches to counseling	Blackboard-Journeys Ch. 12&13 Corey & Corey Ch 11 Journal Article (posted in blackboard) ** Assignment 4 Due
Class 12 November 17	- Self care and burn-out - Professional identity	Blackboard-Journey Ch. 14 Corey & Corey Ch. 3, 13
Class 13 November 24	Research Day. Class does not meet.	Blackboard-Journeys Ch. 15&16
Class 14 December 1	- Cross-cultural issues diagnosis and assessment.	Final posting in Blackboard- Journey Ch. 17 Gladding Ch 14 ** Assignment 5 Due
Class 15 December 8	- Emerging issues in counseling - Final comments	Gladding Ch. 15 ** Assignment 1-b Due Journal Article (posted in blackboard)
Finals week December 15		