

GEORGE MASON UNIVERSITY
College of Education and Human Development
Counseling & Development Program
EDCD 602: Foundations In Counseling
Spring 2011

Instructor: Rita G. Giles, Ed.D.

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Office Hours: By appointment Only

Class Location: Robinson Hall A room 249 – 4:30 to 7:10 p.m.

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. EDCE 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

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

Required Texts:

Gladding, S. T. (2009). *Counseling: A comprehensive profession (6th ed)*. Columbus, OH: Pearson.

Conyne, R.K., & Bemak, F. (2005). *Journeys to professional excellence*. Alexandria, VA: American Counseling Association.

Corey, M.S., & Corey, G. (2007, 2011). *Becoming a helper (6th ed.)* Brooks/Cole.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6th ed.)* Washington, DC: Author.

Selected articles from professional journals (e.g.)

Journal of Counseling and Development
Journal of Multicultural Counseling & Development
Journal for Social Action in Counseling & Psychology
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 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.

GMU's Plagiarism Policy:

[http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism:](http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism)

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](#))

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, cell-phones, blackberries and other electronic devices before class begins.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Evaluation and Grading

Assignments	Points	Due
Assignment 1	10	2/07/2011
Assignment 2	15	2/21/2011
Assignment 3	20	3/07/2011
Assignment 4	10	3/28/2011

C&D Students Only Submit Program Plan 4/04/2011

Assignment 5	20	5/02/2011
Blackboard Participation	10	
Participation/Attendance	15	
Journal Assignments/Homework		
	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.

Grading Scale:

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

Course Schedule

Date	Topic	Assignments
Class 1 1/24/2011	Introductions and Overview of Course	
Class 2 1/31/2011	Historical Perspective Personal and Professional Aspects of counseling Is Counseling for You?	Gladding 1, 2 C & C 1 Journeys 1, 2
Class 3 2/7/2011	Helping Relationship & Basic Skills BLACKBOARD (1) ASSIGNMENT 1 DUE	Gladding 6 C & C 5 Journeys 3
Class 4 2/14/11	Counseling Concerns: Dealing with Difficult Clients, Transference/Counter-transference	Gladding 7 Journeys 4, 5 C & C 4
Class 5 2/21/2011	Multiculturalism, Cultural Diversity BLACKBOARD (2) ASSIGNMENT 2 DUE	Gladding 4, 5 C & C 7 Journeys 6, 7
Class 6 2/28/2011	Managing Boundaries Group Counseling, Working with Groups	Gladding 11 Journeys 11, 12 C & C 9, 12
Class 7 3/7/2011	Counseling Theories/Approaches (TEAM PRESENTATIONS)	Gladding 9, 10 Journey 8, 9, 10

	BLACKBOARD (3) ASSIGNMENT 3 DUE	C & C 6
Class 8 3/14/2011	SPRING BREAK...NO CLASS BLACKBOARD (4)	
Class 9 3/21/2011	ACA VISIT TOUR 4:00 – 5:30 PM BLACKBOARD (5)	
Class 10 3/28/2011	Marriage, Couple, and Family Counseling Helper, Know Thyself BLACKBOARD (6) ASSIGNMENT 4 DUE	Gladding 16 C & C 3
Class 11 4/4/2011	Consultation, Evaluation, Research	Gladding 12, 13 Appendix C Journeys 15 C & C 10
Class 12 4/11/2011	School, Community Counseling Mental Health	Gladding 17, 20 C & C 13 Journeys 14
Class 13 4/18/2011	Ethical & Legal Issues in Counseling Knowing Your Values BLACKBOARD (7)	Gladding 3 Journeys 13 C & C 8
Class 14 4/25/2011	Career Counseling College Counseling	Gladding 15, 18 Journeys 16
Class 15 5/2/2011	Stress and Burnout, Self-Care BLACKBOARD (8) ASSIGNMENT 5 DUE	C & C 11 Journeys 17

** Content of the course is subject to change based on the unique characteristics of the class and course content.

NOTE: For the JOURNEYS readings please bring to class one comment for discussion. There will be speakers throughout the semester to share information relating to specific topics.

EDCD 602 BLACKBOARD GUIDELINES, EXPECTATIONS AND ON-LINE PROTOCOL

1. Protocol for posting threads and contributing to an on-line discussion are as follows:
 - a. Postings should be evenly distributed during the discussion period (not concentrated all on one day, or at the beginning/end of the semester). It is expected that every student at least once a week will make a posting. For each week the person doing the lead posting should post no later than Tuesday 8:00 pm. Remaining Blackboard group members must post by the next day, Wednesday 8:00 pm. The second posting for each week does not require the lead person to begin at that anyone in the Blackboard group can start. The second postings may begin on Wednesday of any week at 9:00 am and everyone must complete the second posting no later than Sunday at 8:00 pm. Postings will start after the first class on 8/30/2010 and end the last day of class, 12/6/2010.

- b. Postings should be a minimum of 1 short paragraph and a maximum of 2 short paragraphs.
- c. 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 sharing personal related examples or experiences.
- d. Stay on target with the discussion---don’t go on extreme tangents.
- e. Build on others’ responses to create threads.
- f. Bring in related prior knowledge (personal and work experiences, prior coursework, research, readings, etc.).
- g. Use proper etiquette (e.g., APA language style.).

2. Tips for posting to discussion forums:

- a. How do I post successfully? How do I get my classmates to read my postings?
 - Think of the assignment in terms of a dialogue and not a writing exercise. You may want to engage yourself in a discussion about the text and issues of the course.
 - Before your post—think about the assignment first and take notes before you read other responses.
 - Think of a thesis and how you can support it.
 - Read other postings after you have posted yours.
 - Respond to one that contradicts or supports your own thoughts; one that is lacking evidence or seems to fall short on an aspect important to you.
 - In your response, you can also turn your own thoughts into questions; offer your argument; play the devil’s advocate; ask challenging questions.
 - If you are the first to post: post with a careful analysis and strong (bold) argument (thesis)and open-ended questions to invite dialogue.
 - It helps readings of your posting if you include a specific quotation from the message to which you’re responding.
 - Choose your entry title carefully. Make it compelling.
 - Once you have posted, check back regularly to see if anybody has replied to you. Get the dialogue going.

Course Requirements / Assignments

Assignment 1 (10 points) Counselors for Social Justice:

Students will go to the Counselors for Social Justice (CSJ) website and look at the various CSJ newsletter or journals (or to the American Counseling Association), www.counseling.org, the CSJ website is under divisions). Based on your review of the write a one-page summary on a recent article and your reaction to that article. Only one brief paragraph should be the summary of the article while the half of the assignment should be your reaction. **Due 2/7/2011**

Assignment 2 (15 points) Role of Counselors:

Research on two counselors in different counseling positions or settings (e.g., school, community agency, private practice, business). Submit a 2 page paper which includes the following: One-half page summary on each counselor

describing the role of the counselor in that particular setting. One page focusing on your ideas and suggestions on how two counselors in different settings can work collaboratively and one-half page on how each of these counselors, in your opinion, might work effectively towards social justice and culturally sensitive interventions. **Due 2/21/2011**

Assignment 3 (20 points) Team Presentations:

Students will be assigned to specific groups/teams to present information to the class about a counseling theory. Each group/team will submit a paper with his/her abstract, a two-page summary of the group's presentation. **Due 3/7/2011**

Assignment 4 (10 points) Journal Reviews:

Review 2 professional journals in the field of counseling and psychology. For each journal article submit a 1 page summary which includes 1) commentary on the unique aspects of journal's focus, 2) the value to you and other counseling professionals. **Due 3/28/2011**

Assignment 5 (20 points) Professional Development:

Students will reflect from the course materials, readings, assignments, class exercises and will write a 3 page paper describing the following a) an analysis why they entered the field of counseling. This should NOT include your aspirations to help people, your ability to listen, or your ability to give advice, but rather, a more in-depth review of your own personal earlier history, experiences, and reasons that prompted you to enter the field of counseling (1½) pages, b) self-recommendations for personal change to become an effective counselor in the future (1/2) page, and c) what you would hope to accomplish in this profession given the type of training you will receive from the C&D Program, i.e., your hopes, dreams and aspirations for your professional future (1) page.

DUE 5/2/2011

Technology: (10 points)

Students will register with GMU to obtain a GMU e-mail account. All students MUST have a GMU e-mail account. This is the official e-mail address used by the Registrar and Dean's office. <http://mail.gmu.edu>

Blackboard:

Students will use Blackboard as a primary web-link to access course instruction, and site is: <http://courses.gmu.edu>. Instructions will be given in the first class on how to access Blackboard. Students will be expected to regularly participate in Blackboard discussions. Grades for this component of the course will be determined by the quality of the discussion on Blackboard. Blackboard discussions should be on assigned weekly readings or other selected topics relating to counseling.

Participation, Journal Assignments, Attendance in Class: (15 points)

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 fully 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 during the first class to discuss continuing in the class this semester or taking the course at a later time.

Students Admitted to the C&D Program:

Students who are admitted in the program must meet with their advisor to overview their program plan. Students need to provide evidence of this meeting by either e-mail confirmation of the meeting with their advisor or a copy of their program plan. **Due 4/4/2011**