

George Mason University  
College of Education and Human Development  
Counseling and Development Program  
ORGANIZATIONAL COUNSELING AND DEVELOPMENT  
EDCD 797.01  
Tuesdays Aug 30 – Sept 27  
7:20 PM – 10:00 PM

Instructor: Mark R. Ginsberg, Ph.D.  
E-Mail: [mginsber@gmu.edu](mailto:mginsber@gmu.edu)  
Office Phone: (703) 993-2004  
Office Hours: Robinson A251  
Office Hours By Appointment

Course Description:

This course provides an overview of theories, concepts and methods pertaining to the work of counselors in organizational settings. Areas of practice that will be emphasized include employee assistance programs (EAP's); occupational health, behavioral risk assessment and management; and health promotion, prevention, wellness and worklife programs. Models and approaches for organizational consultation and development also will be a focus of the course.

This course will include didactic presentations, skill-based group sessions and project-based learning activities.

Course Objectives:

1. To become familiar with the "core technology" and critical skill sets required for effective and successful practice in employee assistance programs,
2. To understand prominent concepts and theories of organizational development and their relationship to a "healthy workplace",
3. To acquire knowledge, skills and abilities related to employee assistance assessment, triage and referral practices,
4. To understand prominent concepts and effective practices in the field of behavioral health as related to organizations and organizational development,
5. To become understand core principles associated with employee assistance and associated wellness programming, and

6. To acquire knowledge, skills and abilities related to the practice of organizational counseling.

**Relationship to Course and Program Goals and Professional Organizations:**

EDCD 797 is a special topics course and meets the requirement that all masters students take 2-3 credits of special topics course work. This 1-credit course will contribute to counseling students' knowledge of a particular population of clients.

EDCD 797 fulfills the requirements of the following professional organizations:

1. Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling.
2. Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.
3. Council for the Accreditation of Counseling and Related Educational Programs (CACREP) core requirement described in Section II.K.e: Helping relationships: An understanding of counseling and consultation processes.
4. American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

**Required Reading:**

1. (2011) Campbell Quick, James & Tertrick, Lois E. Handbook of Occupational Health Psychology, Second Edition. Washington, DC. American Psychological Association.
2. Handouts – (Availability to be reviewed at the first class)

**Course Requirements:**

1. Class Participation: Given that the class consists of only 5 sessions, it is imperative that students be present at EACH CLASS. Any unexcused absence from the course will result in course failure. Please be on-time for class and arrive ready to participate actively in class sessions. (25 Points)
2. Reaction Paper: Students should select a topic related to the course and the general practices of counselors in employee assistance settings. You are to review at least three published papers related to the topic and provide a “review and reaction” to the topic selected and the papers you have read. Please limit your comments to 5 double spaced

and single sided pages (no less than 11 font) (25 Points). This reaction paper will be due no later than the end of the class period on September 13.

3. Case Study: Students will create a detailed “fictional case study” of an organization complete with a description of the organization’s mission, scope, structure and employee population. In addition, the case study should outline a specific challenge or problem that the organization is experiencing as well as a proposed programmatic intervention. The proposed intervention can include single method or approach, which is articulated in detail, or a multi-modal approach that draws upon different models, perspectives and methods for intervention. The case study should be in the form of a memo to the Senior Director of Human Resources for the organization with copies also intended for others in the senior management ranks. The proposal should include, at a minimum: a) a description of the organization, b) a review of the challenge or problem, c) a proposal about how to address the challenge or problem identified, d) a modest, informative yet brief overview of the literature relevant to the identified challenge/problem, e) an anticipated timeframe, plan and process for addressing the problem including structural, personnel and fiscal implications, and f) a plan for formative assessment and summative evaluation. (50 Points). The Case Study is due NOT LATER THAN October 7, 2011 at 4:00 PM. The final Case Study either should be delivered to my office (Robinson A251) or sent to me electronically at: [mginsber@gmu.edu](mailto:mginsber@gmu.edu).

### Grading Policy

In accordance with the George Mason University grading policy, the following grades may be achieved:

A	95-100 Points
A-	90-94 Points
B+	85-89 Points
B	80-84 Points
C	70-80 Points
D	Below 70 Points

### Counseling & Development Program Professional Dispositions:

The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The Counseling and Development Program in the Graduate School of Education at George Mason University has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to the dispositions found on the C & D Homepage at:

[http://gse.gmu.edu/programs/counseling/professional\\_performance.htm](http://gse.gmu.edu/programs/counseling/professional_performance.htm)

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF STUDENT EXPECTATIONS

### *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/>].

Class Schedule

<b>DATE</b>	<b>TOPICS</b>	<b>ASSIGNMENTS</b>
August 30	<p>Course Introduction</p> <p>Introduction to Organizational Counseling</p> <p>Human Development Intervention and Organizational Health &amp; Wellness</p> <p>Systems Concepts and Theories</p> <p>Employee Assistance Core Technology</p>	
September 6	<p>Employee Assistance Assessment, Triage and Referral</p> <p>Chemical Dependency and Substance Abuse in the Workplace</p> <p>Behavioral Challenges in the Workplace</p> <p>Organizational Counseling, Coaching and Consultation Practice</p>	<p>Campbell and Tetrick: Chapters 1, 4, 6 &amp; 18</p> <p>Ginsberg, Kilburg &amp; Gomes: Organizational Counseling and the Delivery of Integrated Human Services in the Workplace</p>
September 13	<p>Program Design and Development</p> <p>Substance Abuse</p> <p>WorkLife Programs</p> <p>Health and Wellness</p> <p>Career Services</p> <p>Employee Relations</p>	<p>REACTION PAPER DUE</p> <p>Campbell and Tetrick: Chapters 9, 15 &amp; 17</p>
September 20	<p>Behavioral Risk Management</p> <p>Occupational Stress</p> <p>Relationship Enhancement &amp; Conflict Management</p> <p>Crisis Intervention and Critical Incident Stress Response</p>	<p>Campbell and Tetrick: Chapters 3, 12 &amp; 16</p>
September 27	Case Studies	<b>Paper Due October 7 by 4:00 PM</b>

