

GEORGE MASON UNIVERSITY
College of Education and Human Development
Graduate School of Education
Counseling & Development Program

EDCD 602. A01: Foundations In Counseling
3 Credits Summer 2014

Monday, Wednesday and Friday, 4:00 to 6:50 p.m. Krug 107

Instructor: Rita Chi-Ying Chung, Ph.D.

Office: Krug 202B

Office Hours: by appointment

Phone: 703-993-3899

Email: rchung@gmu.edu

Prerequisites/Corequisites: None

University Catalog Course Description Emphasizes history of counseling; multifaceted role of counselors, professional organizations, and memberships; and APA style. Provides a thorough understanding of the CNDV Mission Statement, Mason's Honor Code and Professional Dispositions. Basic skills are briefly introduced and an orientation to multiculturalism and social justice is provided.

Expanded Course Description

This course is designed to provide students with an introduction to the field of professional counseling. Provides graduate students in counseling with knowledge about the history and foundations of counseling, the professional identity and multifaceted role of the counselor, 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 into helping skills, practice of counseling in various settings, introduction to various trends in counseling, and professional organizations and memberships.

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.

Course Delivery: Face to Face and Weekly Blackboard discussions

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).

Required Texts:

Gladding, S. T. (2013). *Counseling: A comprehensive profession (7th ed)*. Columbus, OH: Pearson.

Corey, M.S., & Corey, G. (2010). *Becoming a helper (6th ed.)* Brooks/Cole.

American Psychological Association. (2012). *Publication Manual of the American Psychological Association (6th ed.)* Washington, DC: Author.

Other articles/handouts will be distributed in class or posted on-line at the course website. Your GMU email address is required for communication with the course instructor and for using BlackBoard. (<http://blackboard.gmu.edu>)

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENTS, EVALUATION CRITERIA, AND GRADING SCALE:

Details of Assignments will be handed out in the first day of class

<u>Assignments</u>	<u>Points</u>
Assignment 1	11
Assignment 2	6
Assignment 3	15
Assignment 4	10
C&D Students Only Submit Program Plan	Failure to hand in the C&D program planning will result in a nonpassing grade
Assignment 5	20
Assignment 6	10
Technology Participation	13
Participation/Attendance	15

4 typed questions/comments per week, i.e., 2 questions on Corey & Corey & 2 questions on Gladding assigned readings (1 point deduction for each week if questions are not typed and handed in at the beginning of class).

Classroom Participation and Attendance Policy:

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 (See blackboard for participation rubric). If students miss more than 1 class without an acceptable reason (e.g., family emergency, illness with a doctor's certificate) they may 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. See Class Participation Rubric

Written Assignments:

All written assignments must be completed on a word processor. Assignments are to be turned in at the beginning of class on the date due. Late assignments will not be accepted without making prior arrangements with the instructor. In addition, all work submitted in this course must be your own or attributed to the proper author using the appropriate research reference format (APA).

Assignment 5: **A rubric will be handed out later with information about assignment 5.**

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

GMU POLICIES AND RESOURCES FOR STUDENTS

Students must adhere to the guidelines of the **George Mason University Honor Code** [See <http://oai.gmu.edu/honor-code/>]. To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:

Student members of the George Mason University community pledge not to **cheat**, **plagiarize**, **steal**, and/or **lie** in matters related to academic work. Please refer to the following website for the definitions of: cheat, plagiarize, steal or lie: <http://oai.gmu.edu/honor-code/>].

Students must follow the **university policy for Responsible Use of Computing** [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]

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

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/>].

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 stating that **all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.**

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/>].

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of education, please visit our website [See <http://gse.gmu.edu/>].

Professional Dispositions

The Counseling and Development (C&D) program's 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 College of Education and Human Development 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

PROPOSED CLASS SCHEDULE:

LAST DAY TO DROP CLASS WITHOUT ACADEMIC/FINANCIAL PENALTY IS BEFORE 20% OF THE CLASS SESSIONS HAVE MET

<u>Date</u>	<u>Topic</u>	<u>Assignments</u>
Class 1	Introduction and Overview Historical Perspectives, C&D Program	
Class 2	C&D Mission & Worldview Research & Writing in Counseling Technology & Counseling	<u>Start Blackboard</u> C&D Program Article Corey/Corey (C&C) Ch. 1 Gladding (G.) Ch 1-2
Class 3	Helping Relationship & Basic Skills	C&C Ch. 5, G. Ch. 6-7
Class 4	Helping Relationship & Basic Skills (continued) Counseling Concerns: Dealing with Difficult, Clients, Transference/Countertransference	G. Ch. 7- 8, C&C .3-4 Ch. 3-4 <u>Assignment 1Due</u>

Class 5	Traditional Counseling Approaches	G. Ch. 9-11, C&C Ch. 6, 12
Class 6	Values & the Helping Profession	C&C Ch. 2 <u>Assignment 2 Due</u>
Class 7	Ethical Issues in Counseling	G. Ch 3, C&C Ch. 8- 9
Class 8	Multicultural Counseling	G. Ch.4-5, C&C Ch. 7 <u>Assignment 3 Due</u>
Class 9	Multicultural Counseling (continued)	
Class 10	Non-Traditional Approaches to Counseling Traditional Healing & Indigenous Healers	
Class 11	School Counseling Community Agency Counseling	G. Ch 15, 16,17, 19, 20 C&C Ch. 14, J. Ch. 11 <u>Assignment 4 Due & C&D Student Program Planning Due</u>
Class 12	Cross-Cultural Issues in Assessment & Diagnosis	G. Ch 13-14, C&C Ch. 10-11 <u>Assignment 5 Due</u>
Class 13	Stress, Burnout & Self-Care in the Counseling Profession	
Class 14	Trends and Special Issues in Counseling	<u>Assignment 6 Due</u>
Class 15	Finals	

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

ASSIGNMENT RUBRIC

Rubric for Attendance and Participation

Element	Level of Performance		
	Emerging (C or lower)	Proficient (B)	Exemplary (A)
	Student is late for class. Absences are not documented by	Student is on time, prepared for class, and participates in	In addition to attending all classes, being on time, being prepared, and

<p>Attendance & Participation</p>	<p>following the procedures outlined in this section of the syllabus. Student is not prepared for class and does not actively participate in discussions.</p>	<p>group and class discussions. Student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.</p>	<p>following outlined procedures in case of absence, the student makes active contributions to the learning group in class.</p>
---	---	---	---