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College of Education and Human Development

Counseling & Development
4400 University Drive, MS 1H1, Fairfax, Virginia 22030
Phone: 703-993-2087; Fax: 703-993-5577
<http://gse.gmu.edu/counseling/>

EDCD 602.A02 – Foundations to Counseling (3 Credits)
Summer 2015
Monday, Wednesday and Friday (4:00 to 7:00 p.m.)
5/18/15 to 6/19/15
Krug 5

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

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COURSE DESCRIPTION:

Provides 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.

COURSE PURPOSE AND INTENDED AUDIENCE:

This course provides an introduction to the field of counseling. The course is designed for students who have been accepted in the Counseling & Development Program and should be taken as the first course in their program of study. The course is also designed for nondegree students who are interested in the counseling profession and provides an introductory understanding of the counseling profession.

COURSE FORMAT:

Face to Face and weekly Blackboard discussions, as well as incorporating case studies, small and large group activities, role playing, guest lecturers, interactive technology, readings, observations, and reflections that will help you learn how to apply theory to practice.

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.

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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.

PROFESSIONAL STANDARDS:

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,

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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 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

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

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- 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
- 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

REQUIRED/SUPPLEMENTAL/RECOMMENDED TEXTS AND/OR READINGS:

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

Corey, M.S., & Corey, G. (2007). *Becoming a helper (7th ed.)* Brooks/Cole.

American Psychological Association. (2001). *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

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	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).

100

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.

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Grading Scale:

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

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

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.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

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.

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.

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 1</u> Due

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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	Student is on time, prepared for class,	In addition to attending all classes, being on time,

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<p>Attendance & Participation</p>	<p>not documented by 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>and participates in 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>being prepared, and following outlined procedures in case of absence, the student makes active contributions to the learning group in class.</p>
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