



College of Education and Human Development

Counseling & Development
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<http://gse.gmu.edu/counseling/>

Graduate Program in Counseling and Development

EDCD 797.009: Special Topics: Seminar in Healthcare Counseling

1 Credit, Fall Semester, 2015

Meeting Day/time: Friday, 11:30am – 1:30pm and To Be Determined

Location: Thompson Hall 2007

Professors: Mark R. Ginsberg, Ph.D.
 Carol J. Kaffenberger, Ph.D.

Office Hours: By Appointment

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Course Description:

A. Prerequisites/Corequisites:

Admission to Counseling and Development Program

B. University Catalog Course Description:

Advanced study of selected topics in education for students who have been admitted to the Counseling and Development program

C. Expanded course Description:

Counselors frequently work with individuals and families who are dealing with complex issues associated with illness and disease. There is a growing recognition among health and mental health professionals that biopsychosocial factors have a significant impact on the course and success of medical care and the emotional experience of patients. In particular, the challenges faced by children diagnosed with acute or chronic illnesses, and the impact on and implications for their families, are particularly complex and of consequence. This independent study course will provide students with an overview of the issues facing children and adolescents with chronic illness as well as the impact and implications for families and schools. The psychological, emotional and educational impact of illness and the challenges of working with the ill children and their families, their schools and in their community will be explored through class discussions and reviews of relevant literature. Students also will be required to have direct engagement with an innovative community-based intervention program that connects children and families experiencing acute and chronic illness with their schools and their community.

Course Objectives:

This course is designed to enable students to:

- Gain an understanding of the essential premises and clinical approaches engaged as counselors work with individuals and families who are dealing with complex issues associated with illness and disease,
- Gain an understanding of the psychological, emotional and educational impact of illness and disease and the challenges of working with ill children and their families, their schools and in their community,
- Provide an applied experience through interaction with children and their families who are dealing with the complex issues associated with illness and disease.
- Learn about and interact directly with a non-profit organization devoted to assisting and supporting children and families who are dealing with complex issues associated with illness and disease.

Professional Standards

This course is a “special topics” course and meets the requirement that all masters students in the Counseling and Development academic program take 2 credits of special topics course work. This 1-credit course will contribute to counseling and development graduate students’ knowledge of a particular population of clients who are challenged by a specific set of issues.

This course fulfills the following requirements:

1. Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual and family 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 and Readings

- Bessell, A. G. (2001) Children surviving cancer: Psychosocial adjustment, quality of life and school experiences. *Exceptional Children* Volume 67, No. 3, 345-359.
- Kaffenberger, C. J. School support for students who have chronic illness.
- McCubbin, M., Balling, K., Possin, P., Friedrich, S., & Byrne, B. (2002) Family resiliency in childhood cancer. *Family Relations*, Volume 51, No. 2, 103-111.
- Prevatt, F. F., Heffer, R. W., & Lowe, P.A. (2000) A review of school reintegration programs for children with cancer. *Journal of School Psychology*, Volume 38, No. 5, 447-467.
- Suzuki, L. K., & Kato, P. M. (2003) Psychosocial support for patients in pediatric oncology. The influences of parents, schools, peers and technology. *Journal of Pediatric Oncology*, Volume 20, No. 4, 159-174.
- Varni, J. W., Katz, E. R., Colegrove, R., & Dolgin, M. (1996) Family functioning predictors of adjustment in children with newly diagnosed cancer: A prospective analysis. *Journal of Child Psychology and Psychiatry*, Volume 37, No. 3, 321-328.

Encouraged Supplemental Readings and Resources:

- Hodgson, J., & Lamson, A. (2014) *Medical family therapy: Advanced applications*. New York: Springer.
- McDaniel, S. H., Hepworth, J., & Doherty, W. J. (1992) *Medical family therapy: A biopsychosocial approach to families with health problems*. New York: Basic Books
- McDaniel, S. H., Hepworth, J., & Doherty, W. J. (2013) *Medical family therapy and integrated care, Second Edition*. Washington, DC: American Psychological Association.

Streaming Video Resources:

Available through George Mason University's Fenwick Library -- TBD

Alexander Street Press
Psychology/Counseling Series

Course Requirements

- **Class Participation (30% of Course Grade)**
 - As this course is BOTH didactic AND experiential, it is essential and required that students attend AND participate actively in each class session
 - Students are obligated, as part of the class participation requirement, to post AT LEAST ONE comment per week and participate actively in the On-Line Dialog that will be hosted as part of the Blackboard Site for this course
 - It is expected that students will read all assigned readings and reference encouraged and supplemental readings.

- **Presentation – (30% of Course Grade)**
 - Prepare a presentation, either individually or collaboratively with another student (your choice), that provides a review of a central issue, theory or method in the field of healthcare counseling and is related to the implications of and interventions designed to assist and support children and their families with a serious illness or disease. You should review the relevant historical literature and recent research, provide a thorough discussion of the selected issue including implications for and examples of evidence-based interventions and suggest directions for future study, practice and/or research. In addition, as part of your paper, describe a fictional “case study” with respect to the selected issue that provides an example of its application.

This assignment should leverage and extend the work that was engaged during the summer 2015 course, if you had participated.

- **Applied Interactions – (40% of Course Grade)**
 - Under supervision of faculty, and in collaboration with a selected non-profit organization focused on children with a serious illness or disease, meet with and interview a minimum of 2 families with respect to their experiences, needs and the implications and impact of the illness and/or disease.
 - Students will either record the interview or prepare detailed process notes and also prepare a detailed summary of the interview descriptive of their meetings with families.

Final Grade Matrix:

Assignment	Points
Class Participation	30
Presentation	30
Applied Interactions with Families and Aligned Non-Profit Organization	40
TOTAL POINTS POSSIBLE	100

Total Points and Grade Matrix:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = Below 60

ASSESSMENT REQUIREMENTS

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a onetime course, or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

The performance-based assessment for this course is the PAPER that is due on November 19.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>). Please note that:
 - o Plagiarism encompasses the following:
 1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
 2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment:
 (from Mason Honor Code online at <http://mason.gmu.edu/~montecin/plagiarism.htm>)
 - o Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source.

- When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
- Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
- Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

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

c. 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.

d. 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/>).

e. 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/>).

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/>).

PROFESSIONAL DISPOSITIONS

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

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 <http://gse.gmu.edu/>.

Class Schedule

September 11 11:30 AM – 1:30 PM

Other Sessions To Be Scheduled and Including Interview Sessions with Families

ASSESSMENT RUBRIC FOR THE PRESENTATION (To Be Uploaded to Blackboard):

Criteria					TOTAL POINTS
Review of Literature & Research	Poor Review of the Research Literature – Incomplete and Not Current. 0 Points	Marginal Review of the Research Literature – Provides a Review that is missing important elements and/or is not fully current. 2 Points	Good Review of the Research Literature – Provides a Review that is Comprehensive and Complete, yet is missing one or more key and critical elements and perspectives. 4 Points	Excellent and Comprehensive Review of the Research Literature that is both comprehensive and current. 5 Points	5 Points Maximum
Discussion of Topic	Discussion is superficial and without depth. It is not linked sufficiently to the research literature or provides useful, relevant applied examples. 0 Points	Discussion is of interest and reasonable depth yet lacks either sufficient connection to the research literature or relevant applied examples. 2 Points	Discussion is of sufficient depth, is linked to the research literature and cites applied examples – at least 1 key element is missing from the discussion. 4 Points	Discussion is an excellent synopsis of the issue with links to the research literature and uses multiple applied examples. 5 Points	5 Points Maximum
Identification of Directions for Future Study	Presentation lacks discussion of directions for future study. 0 Points	Presentation Includes limited discussion of directions for future study that are NOT consistent with the research literature and/or not highly relevant. 2 Points	Presentation includes a good discussion of directions for future study that are linked sufficiently to the research literature yet lacks clarity and is incomplete or does not use sufficient logic. 4 Points	Presentation includes an excellent and comprehensive discussion of directions for future study that are linked fully to the research literature and are clear and complete in its logic. 5 points	5 Points Maximum
Case Study	Poorly conceived case Study. 0 Points	Acceptable, yet marginal, case study with some limited applied 2 Points	Good case study with modest applied examples of the 4 Points	Excellent case study with clear and well-formulated 5 Points	15 Points Maximum

	(If Case Study is Not Included in the Paper, 0 Points for this Section)	samples of the application of evidence-based theories and methods. Case study is not fully relevant to the topic AND not sufficiently comprehensive to be fully applicable, illustrative or relevant to the topic and method.	application of evidence-based theories and methods. Case study is relevant to the topic yet not sufficiently comprehensive to be fully applicable, illustrative or relevant to the topic and method.	applied examples of the application of relevant theories and methods.	
	5 Points	10 Points	13 Points	15 Points	