



## College of Education and Human Development

Counseling & Development  
 4400 University Drive, MS 1H1, Fairfax, Virginia 22030  
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<http://gse.gmu.edu/counseling/>

### Graduate Program in Counseling and Development

#### EDCD 797.08: Special Topics: Healthcare Counseling

1 Credit, Spring Semester, 2016

Meeting Day/time: THURSDAY January 28, 2016 1:00 PM – 4:00 PM  
 and other times TBD

Location: Thompson Hall -- Deans Suite

**Professors:**

Name:	Mark R. Ginsberg, Ph.D.
Name:	Carol J. Kaffenberger, Ph.D.
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#### Course Description:

##### A. Prerequisites/Corequisites:

Admission to Counseling and Development Program, EDCC 603

##### 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 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 (Hopecam) that connects children and families experiencing acute and chronic illness with their schools and their community. An important and central goal of this course will be for students to participate, with faculty mentors, in the assessment and evaluation of the “Hopecam” program that provides technology-assisted support to children who have a serious illness (most often cancer) and their families.

### **Nature of Course Delivery**

Face to face and weekly blackboard discussions

### **Learner Outcomes or 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.

### **Confidentiality**

In order to provide a safe learning environment for students in the class, and to protect the confidentiality of “practice clients” (including class members), students will maintain confidentiality and discuss case material and others’ personal information, reactions, etc. ONLY while in class or privately with other current class members.

## 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 Texts:

- 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. (2015). School reentry for students with chronic illness (pp. 603-612). In B. T. Erford (Ed.). *Professional school counseling handbook: A handbook of theories, programs & practices* (3<sup>rd</sup> ed.). Austin, TX: PRO-ED, Inc.
- McCubbnb, M., Balling, K., Possin, P., Frierdich, S., and Byrne, B. (2002). Family resiliency in childhood cancer. *Family Relations*, Volume 51, No. 2, 103-111.
- Prevatt, F.F., Heffer, R.W. and 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. and 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. and 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. and Lamson, A. (2014). *Medical Family Therapy: Advanced Applications*. New York: Springer.
- McDaniel, S.H., Hepworth, J. and Doherty, W.J. (1992). *Medical Family Therapy: A Biopsychosocial Approach to Families with Health Problems*. New York: Basic Books
- McDaniel, S.H., Hepworth, J. and 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 Assignments and Examinations:**

- **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 activity 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 – (20% 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.

- **Applied Interactions – (50% 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 prepare process notes descriptive of their meetings with families and discuss their interaction in the context of class discussions.

#### Final Grade Matrix:

Assignment	Points
Class Participation	30
Presentation	20
Applied Interactions with Families and Aligned Non-Profit Organization	50
<b>TOTAL POINTS POSSIBLE</b>	<b>100</b>

#### Total Points and Grade Matrix:

**A = 90-100**

**B = 80-89**

**C = 70-79**

**D = 60-69**

**F = Below 60**

#### COURSE EXPECTATIONS

**APA Format:** Students in Counseling & Development courses are expected to use APA style (6th ed.) for written papers.

#### Electronic Devices

**Turn off and put away all electronic communication devices during class.** Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight.

Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant deduction in your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

### **Attendance**

In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. Due to the short nature of this class, **any unexcused absences will result in class failure**. Attendance is required for all classes. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

### **Course Requirements**

Each student is expected to: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, (4) participate in discussions and in-class work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

### **Assignments**

Unless otherwise noted, the assignments for the course are to be **submitted in class on the due date**. Late assignments will not be accepted. Additional assignments and/or assessments may be added at the instructor's discretion.

### **Plagiarism**

Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; 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 to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may 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 and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism.”

### **TK20 Performance-based Assessment Submission Requirement**

Not applicable for this course

### **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/the-mason-honor-code/>].
- 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**

Students are expected to exhibit professional behaviors and dispositions at all times.

**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/>].**

**Class Schedule**

The first class meeting will be on THURSDAY January 28, 2016 from 1:00 PM – 4:00 PM

Field Work & Other Sessions - To Be Scheduled



**ASSESSMENT RUBRIC FOR THE PRESENTATION:**

<b>Criteria</b>					<b>TOTAL POINTS</b>
<b>Review of Literature &amp; Research</b>	Poor Review of the Research Literature – Incomplete and Not Current.  1 Point	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.  3-4 Points	Excellent and Comprehensive Review of the Research Literature that is both comprehensive and current.  5 Points	<b>5 Points Maximum</b>
<b>Discussion of Topic</b>	Discussion is superficial and without depth. It is not linked sufficiently to the research literature or provides useful, relevant applied examples.  1 Point	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.  3-4 Points	Discussion is an excellent synopsis of the issue with links to the research literature and uses multiple applied examples.  5 Points	<b>5 Points Maximum</b>
<b>Identification of Directions for Future Study</b>	Presentation lacks discussion of directions for future study.  1 Point	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.  3-4 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	<b>5 Points Maximum</b>

<b>Case Study</b>	<p>Poorly conceived case Study.</p> <p>(If Case Study is Not Included in the Paper, 0 Points for this Section)</p>	<p>Acceptable, yet marginal, case study with some limited applied 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.</p>	<p>Good case study with modest applied examples of the 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.</p>	<p>Excellent case study with clear and well-formulated applied examples of the application of relevant theories and methods.</p>	<b>5 Points Maximum</b>
	1 Point	2 Points	3 - 4 Points	5 Points	