

George Mason University
College of Education and Human Development
Counseling and Development Program

EDCD 602.001 - Foundations in Counseling
3 Credits, Spring 2018
Wednesdays, 7:20 – 10:00 PM Krug Hall 107 - Fairfax Campus

Faculty

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Prerequisites/Corequisites

None

University Catalog 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 Overview

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 Delivery Method

This course will be delivered using a lecture format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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.

Professional Standards (CACREP)

Upon completion of this course, students will have met the following professional standards: 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

1. Gladding, S. T. (2013). *Counseling: A comprehensive profession* (7th ed). Columbus, OH: Pearson. (G)
2. Corey, M. S., & Corey, G. (2016). *Becoming a helper* (7th ed.). Independence, KY: Cengage Learning. (C&C)
3. Articles uploaded on Blackboard.
4. American Psychological Association. (2012). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: American Psychological Association.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments and/or Examinations

Assignment 1: Personal Reflection Paper, 1-2 pages; DUE 2/ (5 points)

Reflect on why you were attracted to the counseling profession. What life events, relationships, experiences, etc. have led you to this point? Non-degree students should reflect on what attracted you to take this course. Reflect in a meaningful way on the personal events that led you to this point being sure to describe why you were attracted to this profession/course.

Assignment 2: Social Justice Mini Research Paper, 1-2 pages DUE 2/21 (5 points)

(5 points) One of the unique aspects of the GMU C&D Program is its emphasis on social justice. Research the question “What does social justice in the counseling profession mean?” Write a paper discussing your findings. Be sure to cite at least two scholarly sources in your paper. We will discuss in class how we define scholarly sources.

Assignment 3: Cultural Interview, 2-3 pages (Due 4/) (10pts)

Conduct an interview of someone who identifies as a different race, ethnicity, sexual orientation, or ability status than you do. When obtaining consent for the interview, be sure to explain that the interview will be personal and that the purpose is for you to learn about the life experiences of someone different from yourself. Here is a list of questions that you should be sure to cover in your interview, but you are encouraged to expand upon this list as well.

- What cultural identities do you identify with?
- What meaning do your identities have for you?
- Are any of your identities more important to you than the others? If so, why and when?
- What do you like best about each of your cultural identities?
- What is a common misconception about people from your culture(s)?
- What do you wish people knew or understood about your culture(s)?
- How could someone go about learning more about your culture(s)?
- Have you ever felt excluded based on one or more of your identities?
- Have you ever experienced racism or other discrimination? In what form? How frequently?
- What can be done about racism and prejudice, in your opinion?
- What has it been like for you to discuss these questions with me?

Then, write a paper comparing and contrasting your experiences with those of the person you interviewed. What did you learn about yourself and the other person? Your paper should also include a reflection on what it was like for you to conduct this interview. What reactions did you have before, during, and after? What implications might your reactions have for you as you train to become a professional counselor? As a prerequisite to the interview, you should reflect on these questions for yourself. We will discuss these questions in class too.

Assignment 4: Interview a Counselor (2-3 pages) (Due 4/28) (10pts)

Identify and interview a professional counselor who works (or has worked) in a setting similar to one you envision working in (i.e., schools, community agency, private practice, etc.). Then discuss and reflect upon your interview in the paper (do not simply transcribe the counselor’s answers). You can use your natural curiosity to direct the questions for the interview, but be sure to explore the following:

- Duties/roles of the position
- What attracted them to this setting?
- What do they like and dislike about their current position?
- What opportunities to work with diverse clientele do they have?
- What opportunities to work on social justice issues do they have?
- Advice they would give to a new graduate student interested in their position/setting

Assignment 5: Final Reflection Paper; 2-4 pgs., Due 12/6 (Performance Based Assessment)

There are two parts to this assignment: 1) Identify and discuss the three most impactful things you learned from this course. You may select things you learned from the class discussions, guest speakers, readings, or assignments. In your discussion of these things, be sure to explain why they were impactful and how you anticipate applying the learning in the future AND 2) Write about what you have learned about yourself through your experiences in this class

(strengths and growth areas) and how will you work on these during your time in the program? See rubric at end of syllabus for grading details.

Assignment #6 Community Resources Group Presentation (10 points) Assignment to be discussed in class. **Presentation is due on 4/25/18.**

Blackboard Postings (20—2 points per post) Students will be expected to provide at least one Blackboard posting weekly starting the second week of class (September 5th) and ending the week of November 15th. Postings will focus on the assigned readings and class discussions. **All postings should be completed by 10am on the day of class.**

Blackboard Expectations and On-Line Protocol

Protocol for posting threads and contributing to an online discussion are as follows:

- a. Postings should be a minimum of 1 short paragraph and a maximum of 2 short paragraphs.
- b. Avoid postings that are limited to “I agree” or “great idea”, etc. (These comments will be viewed as non-postings). Support your statements with concepts from research, readings or by sharing related examples or experiences.
- c. Stay on target with the discussion – don’t go on extreme tangents.
- d. Build on others’ responses to create threads.
- e. Bring in related prior knowledge (work experience, prior coursework, research, readings, etc.)
- f. Use proper etiquette (e.g., APA language style.)

Other Requirements

Class Attendance and Participation (20 pts): Students are expected to attend each class and complete all reading assignments for class and Blackboard postings. Classroom participation is a vital part of this course. Students will contribute to class discussions/online discussions and engage in all the activities to foster a comprehensive understanding of the counseling profession and C&D program therefore attendance at all class sessions is critical. Please consider that absences will not only affect individual student learning, but will negatively impact other class-members as well. **Students who miss more than (1) class with unexcused absences will not receive a passing grade for the course. Late arrivals to class will affect your class participation grade; arriving more than 15 minutes late to class without prior instructor notification will count as an unexcused absence.** If there is a scheduling conflict that interferes with attendance during any portion of the class, students should see the instructor on the first class to discuss continuing in the class this semester or taking the course during another semester. **I will end my portion of the class at 9:45 and spend the next 15 minutes responding to class related questions (e.g., class assignments, counseling techniques). All other student concerns (e.g., personal requests/concerns) can be addressed during my office hours (see first page of syllabus).**

Technology Component

All students must have, and use, their GMU email account. This is the official email address used by the Registrar, the Dean’s office, and C&D faculty and instructors. Students are expected to check their GMU email on a daily basis during the semester. If you have not already received your email account, you can complete the process at <https://mail-web.gmu.edu/>

Grading

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

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.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>.

C&D Program Professional Dispositions (posted on BB) will be passed out and reviewed on the first day of class.

Class Schedule

Date	Topic	Assignments/Readings Due
1/24	Introductions and Course Overview/Expectation Historical Perspectives, C&D Program	
1/30	C&D Mission & Worldview; Professional Dispositions; APA style; Research Overview	First Blackboard Posting due G: Ch. 1,2 C&C: Ch. 1 BB Reading #1 Talleyrand et al.
2/7	Helping Relationship & Basic Skills	G: Ch. 6-8, C&C Ch. 2 BB Reading #2 Kottler <u>Assignment 1 Due</u>
2/14	Helping Relationship & Basic Skills (continued) Counseling Concerns: Dealing with Difficult Clients Transference/Countertransference	C&C: Ch. 5-6 BB Reading #3 Lee
2/21	Traditional Counseling Approaches/Theories	G: Ch. 9-11, C&C: Ch. 7 BB Reading #4 Ivey <u>Assignment #2 Due</u>
2/28	Values & the Helping Profession	C&C: Ch. 3 BB Reading #5 Pope
3/7	Ethical Issues in Counseling	G: Ch. 3, C&C: Ch. 8-9 BB Reading #6 Arredondo
3/14	Spring Break-no classes	
3/21	Multicultural Counseling	G: Ch 4-5, C&C: Ch. 4 BB Reading #7 (McIntosh) BB Reading #8 (Chung)
3/28	Multicultural Counseling (continued)	<u>Assignment #3 Due</u>

4/4	Assessment, Career and Group Counseling School Counseling/Community Agency Counseling	G: 13—20 C&C: 10-12 C&D Program Planning Sheet due (admitted students) BB Reading 9 (Bemak & Chung)
4/11	Non Traditional Counseling Approaches School and Community Resources	BB Reading 10 (Bemak & Chung); Final BB posting
4/18	No classes—Prep for group presentations	
4/25	Community Resources Map/Group Presentations Crisis Counseling Stress, Counselor Burnout & Self Care	G. Ch 13-14; C&C 13, 14 <u>Assignment 4 Due</u>
5/2	Class Wrap Up	<u>Assignment 5 Due</u>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://catalog.gmu.edu/polices/honor-code-system/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Blackboard Assessment Rubric

Weekly On-line Blackboard Discussions Rubric				
Criteria	Excellent	Good	Average	Poor
Responsiveness to discussion and demonstration of knowledge and understanding gained from each class session and readings	Very clear that the class session, readings and topics were understood and incorporated well into responses	Class session, readings and topics were understood and incorporated into responses	Postings have questionable relationship to session topics and readings	Not evident that session topics and readings were understood and/or not incorporated into the discussion
Adherence to on-line protocols	All on-line protocols followed	1 on-line protocol not adhered to	2-3 on-line protocols not adhered to	4 or more on-line protocols not adhered to

Assignment #5 Rubric (PERFORMANCE BASED ASSESSMENT) (20 pts)

	Exceeds standards (4 points)	Meets standards (3 points)	Approaching standards (2 points)	Below standards (1-0 points)
Discussion of three learning points from the course (5 points)	Discussion is thorough, thoughtful and meaningful	Discussion is adequate	Discussion is limited	Discussion consists of less than three learning points
Discussion of your identified strengths and growth areas during the course and plans to address in the future (10)	Discussion is thorough, thoughtful and meaningful	Discussion is adequate	Discussion is limited	No discussion of your plan to apply the learning in the future
APA and Writing Style (5 points)	Exceptionally well-written, grammatically correct, and understandable	Well-written, but displays a few grammatical errors	Writing style needs improvement and several grammatical errors	Poorly written, many grammatical errors