

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

EDCD 602.001 - Foundations in Counseling
3 Credits, Spring 2020
Wednesdays, 7:20 – 10:00 PM Krug Hall 243 - Fairfax Campus

Faculty

Name: Dr. Regine Talleyrand, Ph.D.
Office Hours: Wednesdays, 3:00 - 4:30pm or by appointment; please email for appt.
Office Location: Krug Hall, Room 201A, Fairfax Campus
Office Phone: 703-993-2087 (C&D Office)
Email Address:

Prerequisites/Co-requisites

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, philosophical, theoretical and professional foundations of counseling, the counseling professional identity and multifaceted role of the counselor, program mission statement and its relationship to counseling.

Course Overview

This course provides graduate students in counseling with knowledge about the history and foundations of counseling; the professional identity and multifaceted role of the counselor; multicultural social justice competencies and its relationship to counseling identity; knowledge and understanding of the helping relationship; ethical and legal standards; counseling research and writing; introduction into helping skills; practice of counseling in specialized settings; and an introduction to various trends in counseling including knowledge regarding counseling professional organizations and memberships.

Course Delivery Method

This course will be delivered using a lecture format.

CACREP Standards/Learner Outcomes or Objectives

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

1. Develop basic knowledge of what it means to be a counselor, including the historical, philosophical, theoretical, professional foundations, and specialty areas of the counseling professions. **CACREP Std. 2.F.1.a.**
2. Develop a greater self-understanding of oneself in the counseling role through self-exploration and self-appraisal of personal and professional experiences. **CACREP Std. 2.F.1.k.**
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 the role, function and professional identities for clinical mental health and school counselors as well as explore work setting and career possibilities within these counseling professions.

5. Identify and explore the critical issues, trends, legal and ethical standards in the field of counseling.
6. Gain knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers (e.g., social inequities, power, privilege) that impede client's personal/social success, academic, career, and overall development.
CACREP Stds. 2.F.2.e & 2.h.
7. Become familiar with the program's mission statement focused on social justice, multiculturalism, leadership and advocacy and its relationship to the professional counselor role. **CACREP Stds. 2.F.2.e & 2.h.**
8. Recognize the background, current requirements and labor market, and the impact of professional certification, licensure, accreditation practices, and public policy that impacts standards of the counseling profession. **CACREP Std. 2.F.1.h.**
9. Become familiar with professional counseling organizations, their benefits, services, and the key role they play in support of the profession, individual counselors, and clients.
CACREP Std. 2.F.1.f.
10. Demonstrate an understanding of the use of APA style.

Required Texts

1. Gladding, S. T. (2018). *Counseling: A comprehensive profession* (8th ed). Columbus, OH: Pearson. (G)
2. Corey, M. S., & Corey, G. (2016). *Becoming a helper* (7th ed.). Independence, KY: Cengage Learning. (C&C)
3. Bemak, F., & Conyne, R.K. (2018). *Journeys to Professional Excellence: Stories of Courage, Innovation, and Risk-Taking in the lives of Noted Psychologists and Counselors*. Thousand Islands, CA: Sage Publications. (B&C)
4. Articles uploaded on Blackboard. (BB)
5. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th 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 2/5/20 (5 points) (Hard copy)

Reflect on why you are 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 events that led you to this point being sure to describe why you were attracted to this profession/course.

Assignment 2: Cultural Interview, 2-3 pages (Due 3/4/20) (10pts) (Hard Copy)

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 to eliminate experiences of racism and/or discrimination?
- 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.

Assignment 3: Social Justice Mini Research Paper, 3-4 pages DUE 4/4/20 (20 points) CACREP Stds. 2.F.2.e & 2.h; KPI measured A.2.b -rubric at end of syllabus provides full details regarding paper content and grading) Upload to BB and VIA.

One of the unique aspects of the GMU C&D Program is its strong emphasis on social justice. Research the question “What does social justice in the counseling profession mean?” Write a paper discussing your understanding and findings regarding social justice in the counseling profession (e.g., social inequities) and particular counseling strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. Be sure to cite at least two scholarly (peer reviewed articles) in your paper. We will have discussed in class how we define scholarly sources.

Assignment 4: Interview a Counselor (2-3 pages) (Due 11/13) (10pts) CACREP Std. 2.F.1.a; Hard Copy

Identify and interview a professional counselor (or mental health specialist if you are unable to locate a 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 Community Resources Group Presentation (10 points) Assignment and grading system to be discussed in class on 2/5. Presentations will occur in class on 4/22/20.

Assignment 6: Final Course Reflection Paper; 2-3 pgs., Due 4/29/20 (10 points) CACREP Std. 2.F.1.k Upload to BB (no hard copies)

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?

Blackboard Postings (10 points--1 point per weekly posts) Students will be expected to provide at least one Blackboard posting weekly in their randomly assigned class group starting the **second week of class (due January 29) and ending on April 15th (final BB posting)**. Postings will focus on students' reactions to the assigned readings and class discussions. **All postings should be completed by 7:20pm 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 (25 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 9:45pm 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 or scheduled appointment (see first page of syllabus for hours/appointments).**

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

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

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

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/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
Intermediate	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.

- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

N/A: Not Applicable – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

EDCD602 Class Schedule (Lectures/Class Discussions)

<u>Date</u>	<u>Topic</u>	<u>Assignments/Readings Due</u>	<u>CACREP Stds.</u>
1/22 Class 1	Introductions and Course Overview/Expectations Historical Perspectives of Counseling Profession/Overview of Specialty Areas		<u>2.F.1.a.</u>
1/29 Class 2	C&D MSJ Mission & Worldview; Program Orientation Session/Review of Student Handbook; Review APA style; Research Overview	First Blackboard posting due G: Ch. 1,11; Appendix A C&C: Ch. 1 B&C: Ch. 2 BB Reading: #1 Talleyrand et al., 2005; Goodman et al., 2015	<u>2.F.1.a.;</u> <u>2.F.2.e;</u> <u>2.F.1.k</u>
2/5 Class 3	Helping Relationships & Basic Skills Overview of Community Resources Presentations	G: Ch. 5,6 C&C Ch. 2 B&C: Ch. 4 BB Reading #2 Kottler <u>Assignment #1 due</u>	
2/12 Class 4	Helping Relationships & Basic Skills (continued) Counseling Concerns: Dealing with Difficult Clients Transference/Countertransference	C&C: Ch. 5-6 B&C: Ch. 5 BB Reading #3 Lee	<u>2.F.1.k</u>
2/19 Class 5	Traditional Counseling Approaches/Theories	G: Ch. 7,8; C&C: Ch. 7 B&C: Ch. 6	
2/26 Class 6	Ethical Issues in Counseling (Class Work Online) No in class meeting	G: Ch. 2 C&D: Ch. 8-9 B&C: Ch. 8, 11	
3/4 Class 7	Values & the Helping Profession	C&C: Ch. 3 B&C: Ch. 7 BB Reading #4 Pope <u>Assignment #2 due</u>	

3/11 Class 8	Spring break—no formal class	No assignments/readings/BB due	
3/18 Class 9	Multicultural Social Justice Counseling	G: Ch. 3,4; C&C: Ch. 4 BB Reading #5 (McIntosh) BB Reading #6 (Chung)	<u>2.F.2.e.; 2.F.2.h</u>
3/25 Class 10	Multicultural Social Justice Counseling (continued)	B&C: Ch. 9, 13	<u>2.F.2.e.; 2.F.2.h</u>
4/1 Class 11	Assessment, Consultation, Career and Group Counseling School Counseling/Clinical Mental Health Counseling Specializations	G: 9,10,12,13-18; C&C: 11-12 <u>Assignment #3 Due</u>	<u>2.F.1.a</u>
4/8 Class 12	Group work for Community Resources Map Presentations-no formal class meeting	No assignments, readings or BB postings due	
4/15 Class 13	Non Traditional Counseling Approaches School and Community Resources/Current Labor Market/ Professional Counseling Organizations	B&C: Ch. 12, 14; G: Appendix C BB Readings #7, 8 (Bemak & Chung) Final BB Postings due	<u>2.F.1.f; 2.F.1.h.</u>
4/22 Class 14	Community Resources Map Presentations; Crisis Counseling; Stress, Counselor Burnout & Self Care	C&C 13, 14 <u>Assignment #5 Due</u>	
4/29 Class 15	Class Summary/Reflections	<u>Assignment #6 Due</u>	

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

Counseling and Development Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition

of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Assessment Rubric(s)

A.2.b.1 – CMHC & SC: Social Justice Paper in 602

Area Assessed	%	Exceeds Standards 4 A [100-97]; A- [96-94]	Meets Standards 3 B+ [93-91]; B [90-87]	Approaching Standards 2 B- [86-84]; C [83-80]	Below Standards 1 F [79 and below]
1. Writing & APA format	20	Adheres to APA format (6th ed.) and is clear, understandable, exceptionally well organized, and grammatically correct. No APA errors. Language is appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers.	Adheres to APA format (6th ed.) with only a few errors; is clear, well organized, understandable, and grammatically correct with only a few errors. Language is mostly appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers with only a few errors.	Has errors in APA format (6th ed.), lacks clarity, not well organized, and has grammatical errors. Language is somewhat appropriate for the type of paper. Adheres to some of paper requirements for page limit and headers/sub-headers.	Does not follow APA format, is unclear, is poorly organized, and has many grammatical errors. Language is generally not appropriate for the type of paper. Adheres to few or none of the paper requirements for page limit and headers/sub-headers.
2. References	20	Cites at least two scholarly (peer reviewed) articles that are completely relevant to the topic and greatly enhance the understanding of the topic	Cites at least two scholarly (peer reviewed) articles that are relevant to the topic	Cites at least two articles but they are not scholarly or they are not relevant	Cites no articles
3. Social justice in the counseling profession [KPI A.2.b.1; CACREP 2.F.2.h]	20	Addresses the question “what does social justice in the counseling profession mean?” by demonstrating exceptional thoughtfulness and depth of understanding	Addresses the question “what does social justice in the counseling profession mean?” by demonstrating some thoughtfulness and depth of understanding	Addresses the question “what does social justice in the counseling profession mean?” by demonstrating limited thoughtfulness and depth of understanding	Does not address the question “what does social justice in the counseling profession mean?”

4. Power and privilege [KPI A.2.b.1; CACREP 2.F.2.e]	20	Demonstrates an accurate understanding of the effects of power and privilege for counselors and clients	Demonstrates some understanding of the effects of power and privilege for counselors and clients	Demonstrates a very limited or inaccurate understanding of the effects of power and privilege for counselors and clients	Does not address power and privilege
5. Social justice strategies [KPI A.2.b.1; CACREP 2.F.2.h]	20	Demonstrates an exceptional understanding of strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	Demonstrates some understanding of strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	Demonstrates a limited understanding of strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	Demonstrates no understanding of strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.