

George Mason University
College of Education and Human Development
Counseling Program

EDCD 603.C01 – Counseling Theories and Practice
3 Credits, Summer C 2022

Tuesdays, Thursdays, & Asynchronous, 5:30 – 8:30 PM - Synchronous Online & Asynchronous

Faculty

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Prerequisites/Corequisites

Admission to Counseling program; EDCE 602 or concurrent.

University Catalog Course Description

Covers major theoretical approaches to counseling from a multicultural perspective and provides supervised introduction to basic skills.

Course Overview

EDCD 603 is an entry-level course for the Counseling and School Psychology degree programs. It is intended to offer counseling and school psychology graduate students an introduction to counseling theories and the associated application of these approaches in practice. This course covers the major theoretical approaches to counseling, psychological theories, evidence-based treatments (EBTs), and the associated application of these approaches in practice. With grounding in systems theory, as well as through multicultural and intersectional frames, this survey course will cover the following major theoretical paradigms:

- *Humanistic*
- *Behavioral*
- *Cognitive-Behavioral*
- *Attachment and Psychodynamic*
- *Family Systems*
- *Brief Overviews of Additional Theories, EBTs, and Interventions:*

Course Delivery Method

This course will be delivered online (50% or more) using a hybrid format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available no later than Friday, June 24, 2022.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes. This course will be conducted virtually.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Course Objectives

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

1. Understand theories and models of counseling (CACREP 2.F.5.a)
2. Demonstrate a systems approach to conceptualizing clients (CACREP 2.F.5.b)
3. Understand the development of measurable outcomes for clients (CACREP 2.F.5.i)
4. Apply evidence-based counseling strategies and techniques for prevention and intervention (CACREP 2.F.5.j)

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

CACREP Standard	Course Objective Coverage	Course Activities
Understand theories and models of counseling (2.F.5.a)	This Standard is part of Course Objective #1, which is addressed in Classes 1-14 (given the nature of the Standard, it is infused throughout most classes)	Assigned readings that discuss this Standard include: Chapters 1-14 in <i>Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques</i> (given the nature of the Standard, it is infused throughout most readings)
Demonstrate a systems approach to conceptualizing clients (2.F.5.b)	This Standard is part of Course Objective #2, which is addressed in Classes 1, 3, 12, 13, 14	Assigned readings that discuss this Standard include: Chapters 1, 2, 3, 10, 12, 14 in <i>Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques</i>
Understand the development of measurable outcomes for clients (2.F.5.i)	This Standard is part of Course Objective #3, which is addressed in Classes 2, 4, 7-14	Assigned readings that discuss this Standard include: Chapters 13, 7, 8, 4, 11, 10, 12, 14 in <i>Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques</i>
Apply evidence-based counseling strategies and techniques for prevention and intervention (2.F.5.j)	This Standard is part of Course Objective #4, which is addressed in Classes 3, 4, 10-14	Assigned readings that discuss this Standard include: Chapters 2, 3, 7, 8, 9, 10, 11, 12, 14 in <i>Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques</i>

National Association of School Psychologists (NASP) Practice Model Domains (2020):

Domain 1: Data-Based Decision Making

- School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports.

Domain 4: Mental and Behavioral Health Services and Interventions

- School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning.

Domain 7: Family, School, and Community Collaboration

- School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Domain 8: Equitable Practices for Diverse Student Populations

- School psychologists understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts.

Domain 10: Legal, Ethical, and Professional Practice

- School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Additional professional standards addressed in this course:

- This course fulfills the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for “Theories of counseling & psychotherapy”
- This course addresses the following Virginia Department of Education (VDOE) School Counselor Prek-12 Competency Topic requirements: 8VAC20-543-610.5.c
- This course addresses the following Virginia Department of Education (VDOE) Professional Studies requirements for Prek-12 Endorsements: 8VAC20-543-140.5.a, 5.b, 5.c, 5.d
- This course is among the educational requirements for school psychologists under the Virginia Department of Education and the Code of Virginia: 18VAC125-20-56.
- This course is among the requirements prescribed by the National Association of School Psychologists program of study requirements.

Required Texts

- Sommers- Flanagan, J., & Sommers-Flanagan, R. (2018). *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques (3rd ed.)*. Hoboken, NJ: John Wiley & Sons.

Required Readings

- Felitti, V.J., et al. (1998). Relationship of childhood abuse and household dysfunction to many leading causes of death in adults: The Adverse Childhood Experiences (ACES) study. *American Journal of Preventative Medicine*, 14 (4), 245-258. DOI: [https://doi.org/10.1016/S0749-3797\(98\)00017-8](https://doi.org/10.1016/S0749-3797(98)00017-8)
- Hays, P. A. (2016). *Addressing Cultural Complexities in Practice: Assessment, Diagnosis, and Therapy*. Washington, D.C.: American Psychological Association. <http://dx.doi.org/10.1037/14801-001>
- Karen, Robert (February 1990). Becoming attached: What experiences in infancy will enable children to thrive emotionally and to come to feel that the world of people is a positive place? *The Atlantic*. <https://www.theatlantic.com/magazine/archive/1990/02/becoming-attached/308966/>
- McGoldrick, M., & Shibusawa, T. (2012). The family life cycle. In F. Walsh (Ed.), *Normal family processes: Growing diversity and complexity*, 375–398. New York: The Guilford Press.
- Naar-King, S., & Suarez, M. (2010). *Motivational Interviewing with Adolescents and Young Adults*. Guilford Publications. ProQuest Ebook Central, <https://ebookcentral.com/lib/utxa/detail.action?docID=615852>
- Spruill, D. A., & Benschoff, J. M. (2000). Helping beginning counselors develop a personal theory of counseling. *Counselor Education and Supervision*, 40(1), 70-80.

Supplemental Readings (not required)

In addition to the required text, readings and journal articles will be reviewed in class and/or assigned to supplement learning. Students are welcome to access or purchase the supplemental readings and texts that will be utilized by the instructor, but this is not required. These resources will include, but are not limited to:

- Eich, J. (2015). *Dialectical Behavior Therapy Skills Training with Adolescents: A Practical Workbook for Therapists, Teens, and Parents*. PESI Publishing and Media.
- Harris, R. (2019). *ACT Made Simple (2nd Edition)*. New Harbinger Publications, Inc.
- Hays, P. A. (2001). *Addressing Cultural Complexities in Practice: A Framework for Clinicians and Counselors*. Washington, D. C.: American Psychological Association.
- Lebowitz, E.R. (2021). *Breaking Free of Child Anxiety and OCD*. Oxford University Press.
- March, John S. (2007). *Talking Back to OCD*. Guilford Press.
- Phifer, L.W., Crowder, A.K., Elsenraat, T., & Hull, R. (2017). *CBT Toolbox for Children and Adolescents*. Eau Claire, WI: PESI Publishing and Media.
- Turrell, S.L. & Bell, M. (2008). *ACT for adolescents: Treating teens and adolescents in individual*

and group therapy. Oakland, CA: New Harbinger Publications, Inc.

Treatments that Work Series: <https://www.oxfordclinicalpsych.com/page/ttwseries/treatments-that-work-series>

Course Performance Evaluation

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

Assignments and/or Examinations

Basic theoretical approaches to individual counseling will be discussed, analyzed, and applied in this course. Students are responsible for reading assigned material in the theories text, and reading/viewing other supplemental material prior to class, and should come to class prepared to actively participate in class discussion and activities. Class activities will include lecture, skill demonstrations, role-playing, small group work, experiential exercises, videos, and the analysis of recorded counseling sessions.

During the practice sessions, students will have the opportunity to practice skills that are fundamental to effective counseling. Practice activities will focus primarily on practicing skills through role-plays in dyads and triads in which all students will take a role. The instructor will critique role-plays and provide feedback on skill development.

1. Attendance, In-Class Participation & Skill Work 10 points (CACREP Standard: 1, 2, 3, 4, 5)

Active participation and high levels of performance in all class and practice activities is expected. Students are expected to attend all face to face class meetings, as well as synchronous online classes. Students should come to class prepared having completed all reading, video, and written assignments. *Technology Competence*: Students are expected to be able to use a computer, send and retrieve email, open attachments, gain access to access the Internet, and conduct a library search on-line. All of the course documents will be available on Blackboard, the course management system. Students will need to log onto Blackboard regularly and be able to use the Blackboard resources. Virtual face to face class meetings will be conducted using Zoom.

In-Class Skill Work

Skill work activities include but are not limited to demonstration of counseling skills through demonstration, role-play, and case studies, as well as the critique of another student's counseling recordings. Students will also be expected to participate in activities in class that help them to better understand themselves, their clients, and major counseling theories.

2. SOAP Notes and Case Conceptualizations 50 points (CACREP Standard: 1, 2, 3, 4, 5)

Students will complete 5 SOAP notes, that include conceptualizing your client or the client observed in class skills demonstration videos, how the currently theory fits or doesn't fit, how you plan to incorporate said theory in the session, and what counseling skills you would anticipate using. Counseling theory and appropriate techniques associated with the chosen theoretical approach should be discussed. These reflections are to be no more than two pages. A sample SOAP note template can be found on Blackboard and in the appendix of this syllabus.

3. **Video-recorded Session & Reflection on Skills**

(CACREP Standard: 1, 2, 3, 4, 5)

The student counselor will conduct two, 20-minute counseling sessions with a classmate utilizing a range of counseling skills learned throughout the course. For each recording, the student will select a **ten-minute section of the recording for the instructor to review**. Written reflections will be completed for both recordings. An in-class presentation will be completed with reflections on Recording 2 and accompanying growth.

Recording 1 and Written Reflection

20 points

Students will conduct a recorded counseling session using another student from class. Students will provide the limits of confidentiality at the start of the session and then conduct a twenty (20) minute first session. Please choose a **ten-minute section of the recording for the instructor to review**. Review and critique your performance on recording one and write a two-page (double-spaced) overview and assessment of your counseling skills. The counseling skills overview and assessment will include: a personal reflection on the session, theoretical orientation reflected, basic skills used, relationship development, and areas for growth and improvement.

Recording 2 and Presentation

20 points

Students may use the same student client from Recording #1 for this assignment. You will conduct a 20-minute counseling session utilizing a range of counseling skills learned throughout the course and **choose a ten-minute section of the recording for the instructor to review**. The student counselor will review and critique recording two and will present an overview and assessment of their counseling skills during the last class. The counseling skills overview and assessment presentation will include areas of skill development and student growth throughout semester, areas for future growth and improvement, as well as theoretical areas of interest. A brief overview of your reflection will be presented in class.

Appropriate content for practice counseling sessions

Practice counseling sessions are used to teach relationship building and to facilitate personal growth and development, rather than to explore serious mental health concerns. It is important to remember that student **counselors-in-training are *not* licensed professional counselors or nationally certified school psychologists; and, therefore, lack the expertise to handle serious mental health concerns**. Information shared in practice counseling sessions that raises concerns regarding the safety of the student-client should be shared immediately with the course instructor via in-person communication (if disclosed in class) or via phone call to the number on the top of this syllabus. Student-clients should recognize that any disclosure that indicates a danger to themselves or others will be disclosed (as appropriate per CEHD policy) to the police and GMU Student Academic Affairs. Disclosures of sexual assault, interpersonal violence, and stalking must be reported to Mason's Title IX Coordinator per University Policy 1202.

- **Other Requirements**

Expectations for Online Counseling Courses: *Cameras on!* The practice of counseling is relational in nature. As practitioners, we use our eyes, ears, voice, face, and body to communicate presence and understanding to our clients. In order to effectively train you in the practice of counseling concepts and skills, we need to see you to gauge your understanding and reaction to the material being presented. To this end, we ask that you turn on your camera during virtual class meetings.

APA Format: Students in Counseling & Development courses are expected to use APA style (7th Ed.) for written papers.

Electronic Devices: **Turn off and put away all electronic communication devices not needed for participation during class.** Cell phones and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant reduction 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. Two or more unexcused absences will result in loss of course credit. Attendance on the first day of class is required. 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 and/or to the instructor as a hard copy as assigned.

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 not 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.”

Grading

<u>GRADED ASSIGNMENTS:</u>	
Attendance, In-Class Participation & Skill Work	10 points
SOAP Notes/Conceptualizations (5@ 10 points each)	50 points
Video-recorded Counseling Sessions & Reflection on Counseling Skills (2 @ 20 points each)	40 points
Total Points	100

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

A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

Professional Dispositions

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

Students must adhere to program professional dispositions:

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

Professional Dispositions Assessment

Professional Dispositions Assessment are completed by instructors in all courses except electives and field experience courses (Practicum: 750/751; Internship 1: 792/793; and Internship 2: 794/795). In electives and field experience courses, instructors or supervisors may choose to complete a Professional Disposition Assessment should the need arise. In field experience classes, University and Site Supervisors will assess students on a Student Evaluation that is specific to P&I.

A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in “basic or pre-practicum level” courses may demonstrate the disposition sometimes or inconsistently. Students in “intermediate or practicum level” courses should demonstrate the disposition more often or frequently. The courses are assigned to levels as follows:

<i>Course Level</i>	<i>Courses</i>
Basic (Pre-Practicum)	<i>Core:</i> 602, 601, 525, 603, 609, 606, 604, 656 <i>CMHC:</i> 654, 652, 658 <i>SC:</i> 613, 611, 626
Intermediate (Practicum)	<i>Core:</i> 608, 660, 628, 619, 610, 797

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.

Class Schedule

Please note, faculty reserves the right to alter the schedule as necessary, without notification to students. Supplemental readings or resources will be provided by the instructor the class before.

<i>Week</i>	<i>Date</i>	<i>Readings</i>	<i>Topics</i>	<i>Course Objective #</i>	<i>Assignments Due</i>
1	06/28	Sommers-Flanagan, Ch.1; 13	-Introductions -Course Overview -Systemic Frames & Intersectionality	2	
	06/30	McGoldrick, M., & Shibusawa, T., 2012 Hays, 2016; 2001 Felitti, V.J., et al., 1998	Systemic Frames, Intersectionality, and Trauma <i>Values Exercise</i>	2	
2	7/5	Sommers-Flanagan, Ch.5 Sommers-Flanagan, Ch.9	<i>Humanistic</i> - Person-Centered Therapy - Reality Therapy	1,2, 3, 4	
	7/7	Sommers-Flanagan, Ch.7	<i>Behavioral</i> - Behavioral Coaching - PCIT Overview - Biofeedback	1,4	SOAP Note 1
3	7/12	Sommers-Flanagan, Ch.8	<i>Cognitive-Behavioral</i> - Cognitive Behavioral Therapy (CBT)	1,4	

			- Exposure Response Prevention (ERP)		
	Independent	<i>Supplemental provided by instructor</i>	<i>Cognitive-Behavioral</i> - Acceptance and Commitment Therapy (ACT) - Dialectical Behavior Therapy (DBT)	1,2,3,4	SOAP Note 2
	7/14	Sommers-Flanagan, Ch. 2; 3 Karen, 1990	<i>Attachment and Psychodynamic</i> - Psychoanalytic - Attachment-Based and Attachment Informed EBTs - Adler – Group Therapy/Counseling	1,2,3,4	Recording #1 and supporting documents
	7/19	Sommers-Flanagan, Ch. 12	<i>Family Systems</i>	1,2,3,4	SOAP Note 3
	Independent	Naar-King, S., & Suarez, M., 2010	Parent Management Training (PMT) - SPACE – Supportive Parenting for Anxious Childhood Emotions - CPP – Chicago Parent Program Motivational Interviewing and Stages of Change	1,3,4	
	7/21	Naar-King & Suarez, 2010	Motivational Interviewing	1,4	SOAP Note 4
	7/26	Sommers-Flanagan, Ch. 14	Integration	1,2,3,4	SOAP Note 5
	7/28	Spruill, D. A., & Benshoff, J. M. 2000	Personal Theoretical Orientation	1,2,3,4	Recording #2 and supporting documents

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

Counseling Program 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

- 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 703-993-3686, Counseling and Psychological Services (CAPS) at 703-993-2380, or the 24-Hour Sexual and Interpersonal Violence Crisis Line at (703) 380-1434. 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/>.

APPENDIX

SOAP Note / Counseling

Student/Client:

Date:

Time:

School Psychologist or Counselor:

SUBJECTIVE:

(What the student or client reported).

OBJECTIVE:

(What the school psychologist or counselor observed and what interventions/EBTs were used).

ASSESSMENT:

- Overall impression:
- Oriented (Person, Place, Time, and Situation)
- Speech (rate, volume, articulation, and coherence):
- Demeanor (body posture, attitude toward counseling, facial expression and other nonverbals):
- Affect (range, congruence with mood, appropriateness to situation):
- Thought processes (logical/tangential, thought content, flow of ideas):
- Cognitive functioning and fund of knowledge:
- Insight
- Judgement
- Psychosis and/or hallucinations:
- Suicidal ideation, plan, intent:
- Homicidal ideation, plan, intent:

PLAN:

(How the school psychologist or counselor will provide counseling interventions in the coming sessions, using one of the theories reviewed in class over the past week).

DIAGNOSES: (If applicable)

LONG-TERM GOALS (enumerate and indicate progress toward):

[Signature and Credentials]

[Supervisor's Signature and Credentials]