Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate: _____ NEW  ____ MODIFY  ____ DELETE

Local Unit: Community College Education  Graduate Council Approval Date:

Course Abbreviation: CTCH  Course Number: 641

Full Course Title: Introduction to Counseling in Higher Education

Abbreviated Course Title (24 characters max.): Higher Ed Counseling

Credit hours: 3  Program of Record: DACCE

Repeatable for Credit?  ____ D=Yes, not within same term  Up to hours

____ T=Yes, within the same term  Up to hours

____ N=Cannot be repeated for credit

Activity Code (please indicate):  ____ Lecture (LEC)  ____ Lab (LAB)  ____ Recitation (RCT)

____ Studio (STU)  ____ Internship (INT)  ____ Independent Study (IND)  ____ Seminar (SEM)

Catalog Credit Format 3:3:0  Course Level: GF(500-600)  ____ GA(700+)  ____

Maximum Enrollment: 18  For NEW courses, first term to be offered: Fall 2004

Prerequisites or co requisites:

Catalog Description (35 words or less) Please use catalog format and attach a copy of the syllabus for new courses: Designed to introduce students to the profession of counseling and practice in various settings. Examines the history and development of the profession, national associations, ethical code, and standards for counselor preparation and credentials, as well as counselor roles, functions, and responsibilities.

For MODIFIED or DELETED courses as appropriate:

Last term offered:  Previous Course Abbreviation: HELA  Previous number: 641

Description of modification: change course code and description as directed by CAS Council.

APPROVAL SIGNATURES:
Submitted by: ________________________________ email: gkettlew@gmu.edu

Department/Program: ________________________________ Date: _________________

College Committee: ________________________________ Date: _________________

Graduate Council Representative: ________________________________ Date: _________________
GEORGE MASON UNIVERSITY  
Course Coordination Form

Approval from other units: NONE

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

<table>
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<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
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Graduate Council approval: ________________________________ Date: __________

Graduate Council representative: __________________________ Date: __________

Provost Office representative: ____________________________ Date: __________
CTCH 641 Introduction to Counseling

Graduate Course Credits: 3

Instructor Information
Name
Contact Information
Office Location and Hours
Appointment Availability

Course Overview/Description: This course is designed to introduce students to the profession of counseling and practice in various settings. The history and development of the profession, national associations, ethical codes, and standards for counselor preparation and credentials are examined, as well as counselor roles, functions, and responsibilities.

Prerequisites: Acceptance into the MAIS Graduate Program

Governing Principles:

Desired Student Outcomes:
1. Students will acquire knowledge of the history of the helping professions, including significant factors and events.
2. Students will achieve a clear understanding of professional counselor roles and will be able to distinguish similarities and differences between counselors and other types of mental health professionals.
3. Students will develop an understanding of the factors that influence the counseling relationship and process.
4. Students will gain an understanding of the relationship between social and cultural factors and the counseling process.
5. Students will acquire knowledge of the various theoretical approaches to counseling.
6. Students will develop an understanding of the multiple skills and specialties in the counseling profession.
7. Students will develop an understanding of professional credentialing, certification, licensure, accreditation practices and standards, professional organizations, membership benefits and activities.
8. Students will demonstrate clear understanding of ethical standards of professional practice.
9. Students will demonstrate proficiency in writing skills according to the standards of the American Psychological Association.
10. Students will become familiar with technological and library research and the use of professional journal publications.

Texts (most current version of these texts)


Major Course Activities:

1. Counseling Approach Paper (30 Points) (insert due date)
The goal of this assignment is to assist you in reviewing where you are in the "development and application of your personal approach" to counseling. This paper will challenge you to consider both how you view counseling and your role as a counselor. Because it is a personal account, you should use first person as appropriate. Information of a personal nature is to be confidential, however, be mindful of appropriate self-disclosure. For other aspects of the paper, such as the cover page, overall formatting, and references, you should use APA style format.

You can use many sources of information when writing this paper. They might include professional journal articles, textbooks, information from professional organizations (including Web sites), individual interviews with professionals in the field, class discussions, your own personal thoughts and ideas, etc. Do be sure to appropriately reference those ideas that are not your own.

You might find it helpful to keep some sort of journal or other central repository of ideas, impressions, and areas to explore. You can add to it throughout the semester, so that the paper will be much easier to write.

Although you may include others, the following points should be covered in your paper:

1. What is your view of human nature? How is your point of view significant in terms of how you view the counseling process?
2. What is your definition of counseling (include it in the narrative)?
3. What kind(s) of counseling do I want to explore further? Why are these areas of interest to me?
4. What sorts of theoretical orientations seem the most interesting to me? Why?
5. What goals of counseling do you view as appropriate?
6. What is the role of the client?
7. What are the most important functions of a counselor? How would you define your own role as a helper? What do you think are the essential characteristics of an effective relationship between the client and the counselor? How important is this relationship as a factor for change on the part of the client? What sort of changes would clients need to “show” or “reveal” for you to know that your counseling was effective? That is, how/what causes clients to change during therapy?
8. What makes for a counselor’s excellence? What, in your opinion, distinguishes a mediocre from an outstanding counselor?
9. What are my strengths and challenges?
10. How will research inform my practice, and/or practice my research?
11. How are your personal values and ethics reflected or not reflected in the ACA code of ethics?

Please feel free to add anything else to your paper that you believe will better define your counseling approach, as it now exists.
2. Journal Article Summary (15 Points) (insert due date)
Increasing your comfort and skill level in reviewing and understanding research articles is an essential component of your educational and professional development.

   a) Select an empirical article from one of the journals listed below. An empirical article has four major sections: Introduction (though it’s often not listed as such—you just know that the first section is the Introduction), Methods, Results, and Discussion. There might be other headings under these major ones.

   b) Write a summary of the article using APA format (4th ed). Your summary will include the following components:

   - Title page—As the author would have turned it in to be reviewed
   - Abstract—A summary of their article
   - Introduction
   - Methods
   - Results
   - Discussion
   - References—Your only reference will be the article itself, unless you specifically refer in your summary to another article, which would then be referenced too
   - Table (at least one)

   Grading is based primarily on adherence to APA format rather than on content. However, you must summarize rather than use the author’s own words (which would be plagiarism). This will be most challenging with the abstract. You might find it easier to avoid reading the abstract to begin with, and write your own summary of the article. Then compare it with the abstract that the author(s) wrote and eliminate duplicate wording. Because you do not contribute anything original in this summary, the author(s) name on the title page should be the original author(s) rather than yours. When you submit your paper, handwrite your name on the upper left hand corner of the title page. Pages should be stapled together at the left corner. Do not use folders. Attach the original article.

Acceptable journals (these are major refereed journals published by ACA):
   - Journal of Counseling & Development
   - Journal of College Counseling
   - AdultsSpan
Measurement and Evaluation in Counseling and Development  
Counselor Education and Supervision  
Journal for Humanistic Counseling Education and Development (JHCEAD)  
Counseling and Values  
The Career Development Quarterly  
The Journal of Addictions & Offender Counseling  
The Journal of Employment Counseling  
The Journal of Multicultural Counseling and Development

*It is necessary to seek approval from the Instructor prior to substituting an article from a journal that is not listed above.

**Tips for reading journal articles:**

- Choose an article on a topic in which you have some interest.
- Try to figure out the main questions that the researchers are trying to answer. Clues to these will be in the abstract and at the end of the introduction section.
- Don't get caught up in trying to understand every little detail, especially about statistical procedures. Look for the main ideas about the results.
- Think about how this information might help you in your work with clients. What about it is “news you can use”?
- If you were talking to the researchers, what questions would you have about the study or its implications?

3. **Professional Development Activities/ Internet Exploration (10 Points).**

This assignment is designed to help you explore the field of professional counseling outside of academe. Students will receive 5 points for each documented activity (up to 2). Examples include the following:

a. Attend a conference, workshop, presentation or training session related to the field of counseling.

b. Explore the ACA website. (www.counseling.org). Find out the organizational structure of ACA and investigate the types of legislative work in which ACA is involved.

c. In the Higher Education field, which types of positions require the utilization of counseling skills? Interview an individual who works in Higher Education and utilizes counseling skills on a regular basis. What is their perspective on the value of developing effective counseling skills?


e. Explore the Virginia Board of Counseling website [http://www.dhp.state.va.us/counseling/default.htm](http://www.dhp.state.va.us/counseling/default.htm)

f. Learn more about the requirements for becoming a Licensed Professional Counselor in Virginia. [http://www.cce-global.org/pdfs/va-lpc.pdf](http://www.cce-global.org/pdfs/va-lpc.pdf)

g. Interview a counselor or mental health professional in the field about their job responsibilities and their training.

h. Visit a mental health agency. Familiarize yourself with the agency and the services it provides.

i. Familiarize yourself with the major counseling journals. Review some past issues and describe their value for counselors.
j. Familiarize yourself with Internet resources related to professional counseling. Visit at least 3 websites and write a summary of each describing the values of these sites for counselors (excluding ACA website).

k. Other ideas with the permission of the instructor.

The four professional development activities should be diverse. Documentation for each activity should be 1 to 2 pages following basic APA style excluding title and reference pages.

4. Paper #2: Mini-Research Paper (20 Points). This paper should be an investigation of a topic of interest relevant to professional counseling. The paper will be 8-10 typed pages and must include title page, abstract, text, references, and (if applicable) tables and figures. The format of the Publication Manual (5th Edition) of the American Psychological Association must be strictly followed.

- At least five references from major scientific journals (not textbooks) are required.
- Grading will be based on content and APA style.
- Pages should be stapled together at the left corner. Do not use folders.
- The paper must not exceed 10 typed double-spaced pages, including title page, abstract, text, references, tables and figures.
- Late papers will be penalized 10 points per day. Papers exceeding the specified length will be penalized 3 points per additional page.
- A topic for this paper is due on (Insert date). Submit a 3x5 card with your name, email address, telephone number and the topic you have chosen for your paper. Paper #2 is due (insert date)

5. Final Examination (25 Points). Cumulative in scope, one examination will be given to assess student’s ability to integrate and apply knowledge obtained from class discussions, readings, lectures, guest speakers, and handouts during the semester. The class will adhere to the university exam schedule. No make-up examination will be given.

6. Class attendance and participation: Class attendance is critical to successful completion of this course. Five (5) points of extra credit will be given to each student that has no more than one unapproved class absence. Students who must be absent due to illness, death of an immediate family member, professional responsibilities or attendance at professional meetings/conferences etc….should seek prior approval from the instructor when possible. To remain eligible for the 5 extra credit points, a student must not exceed 2 approved absences. Approved absences are those reported to the instructor prior to or immediately following the student’s absence. While it is understandable that occasionally there are circumstances beyond one’s control that may cause one to be late to class or leave class early, excessive tardiness and/or leaving class early may affect extra credit eligibility.

Course Policies

Academic Integrity Expectations: George Mason University shares in the tradition of an honor system that has existed in Virginia since 1842. The Honor Code is an integral part of university life. Cheating and attempted cheating, plagiarism, lying, and stealing of academic work and related materials constitute Honor Code violations. To maintain an academic community according to these standards, students and faculty must report all alleged violations of the Honor Code to the Honor
Committee. Any student who has knowledge of, but does not report, an Honor Code violation may be accused of lying under the Honor Code. Students are expected to recognize and uphold the highest standards of intellectual and academic integrity. Please consult the University Catalog section on Policies that affect both Undergraduate and Graduate Students for additional information on the Honor System and Code. [http://www.gmu.edu/catalog/apolicies/-TOC_H11](http://www.gmu.edu/catalog/apolicies/-TOC_H11)

**Accommodating Students with Special Learning Needs:** Any student in need of instructional accommodation(s) due to a cognitive (e.g., learning, psychological, and closed head injury), sensory, mobility, or other physical impairment is encouraged to discuss his/her needs with the instructor at the beginning of the semester. This notification will allow for such accommodations to be made in a timely manner and consistent with the student’s needs.

**Course Evaluation:**
- Professional Identity Paper: 30 points
- Journal Summary (APA format): 15 points
- Professional Development: 10 points
- Activities: 20 points
- Mini-Research Paper: 20 points
- Final Examination: 25 points
- Class Participation: 5 points extra credit

**Grading:**
- A: 90 to 100 points
- B: 80 to 89 points
- C: 70 to 79 points
- F: Below 70 points

Assignments are due when specified in the syllabus. Late assignments are discouraged. One point per day will be subtracted for late assignments, unless prior approval of the instructor has been secured.

Note: Writing skills are assumed to be highly developed at the graduate level. Problems in writing (e.g., incorrect referencing, grammatical errors, unclear or incomplete sentences, and poor word choice) will result in a substantially lower grade.

<table>
<thead>
<tr>
<th>Tentative Course Schedule*</th>
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<td>(*Schedule is tentative and subject to change according to instructor and student needs)</td>
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<tr>
<th>Date</th>
<th>Major Topic</th>
<th>Readings</th>
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<tr>
<td></td>
<td>Introduction and Overview of Counseling and Professional Issues and Ethics</td>
<td>Neukrug chapters. 1, 2, 3</td>
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<td>Professional Orientation; Certification, Licensure, and Professional Issues</td>
<td>Corey, et al., Chapter 1</td>
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<td>Topic</td>
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<td>The Helping Relationship: Theories and Skills</td>
<td>Neukrug chapters 4, 5</td>
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<td>Individual Approaches to Counseling</td>
<td>H &amp; C pp. 1-23; H &amp; C sections A-C; chapter 1</td>
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<td>ACA Code of Ethics &amp; Standards of Practice</td>
<td>Corey, et al., Chapter 2</td>
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<td><strong>Professional Development Activity 1 Due</strong></td>
<td>Neukrug chapters 6, 7</td>
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<td>Counselor Working in Systems</td>
<td>H &amp; C section D; chapter 5</td>
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<td>Family Counseling; Group Counseling</td>
<td>Corey, et al., Chapter 11</td>
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<td>Resolving Ethical Issues</td>
<td>Neukrug chapter 8</td>
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<td>Introduction to Fenwick Library; Library research Meet (location in library)</td>
<td>H &amp; C Section F; chapter 9</td>
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<td>Guest speaker: Writing in APA Style</td>
<td>Corey, et al., Chapter 9</td>
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<td>Issues in Consultation and Supervision</td>
<td>Neukrug chapter 9</td>
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<td>Ethical Decision Making</td>
<td>Corey, et al., Chapters 3 &amp; 6</td>
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<td><strong>Professional Development Activity 2 Due</strong></td>
<td>H &amp; C Chapter 3</td>
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<td>Development Across the Lifespan</td>
<td>Neukrug chapter 14, 15</td>
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<tr>
<td>Values and the Helping Relationship</td>
<td>H &amp; C chapter 2</td>
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<td>Confidentiality Issues</td>
<td>Corey, et al., Chapter 4</td>
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<td><strong>Topic for Mini-Research Paper Due</strong></td>
<td>Neukrug chapter 10</td>
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<td>Knowledge and Skills of Multicultural Counseling</td>
<td>Corey, et al., Chapter 5</td>
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<td><strong>Journal Article Summary (APA) Due</strong></td>
<td>Corey, et al., Chapter 10</td>
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<td>Abnormal Development, Diagnosis and Psychopharmacology</td>
<td>Neukrug chapter 12, 13</td>
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<td>Client Rights &amp; Counselor Responsibilities</td>
<td>H &amp; C section E, G</td>
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<td>Testing and Assessment; Research and Evaluation</td>
<td>Corey, et al., Chapter 10</td>
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<td>Career Development and College Counseling</td>
<td>Neukrug chapter 16, 17, Review Chapter 18</td>
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<td><strong>Guest speaker</strong></td>
<td>H &amp; C chapter 6</td>
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<td>Specialty Areas: School Counseling; Community and Mental Health Counseling; Student Affairs Practice</td>
<td>Corey, et al., Chapter 12</td>
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<td><strong>Professional Identity Paper Due</strong></td>
<td>Neukrug, Chapter 7</td>
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<td>H &amp; C chapter 4, 7, 8 pp. 293-297</td>
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<td>Neukrug chapter 20</td>
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Group Work: Application & Ethics
Specific Ethical Issues: Competence; Dual Relationships; Suicidal Clients

Future of Counseling
Panel of Professionals
Mini-Research Paper Due

Final Examination

Internet Resources:
American Association for Marriage and Family Therapy www.aamft.org
American College Counseling Association http://www.collegecounseling.org/
American College Personnel Association http://www.acpa.nche.edu/
American Counseling Association (ACA) home page (for graduate school/CACREP information, click on "Students in Counselor Education" and then "CACREP Directory"): http://www.counseling.org/
American Counseling Association (www.counseling.org)
American Mental Health Counselors Association www.amhca.org
American Psychological Association www.apa.org
American School Counselor Association www.schoolcounselor.org
Association for Counselor Education and Supervision (http://www.siu.edu/~epse1/aces/)
Council for the Accreditation of Counseling and Other Related Educational Programs (www.counseling.org/CACREP)
Counselor Connection/ Internet Resources for Professional Counselors (http://ericcass.uncg.edu/CounselorConnection.html)
ERIC/CASS Counseling and Student Services Clearinghouse (http://ericcass.uncg.edu/)
National Association of Student Personnel Administrators http://www.naspa.org/
National Board for Certified Counselors (NBCC) (www.nbcc.org)