GEORGE MASON UNIVERSITY
College of Education & Human Development

EDCD 603: Counseling Theories and Practice
Spring 2005

Instructor: Victoria Stone, M.Ed.
Class Meets: Thursdays 4:30-7:10 p.m.
Class Location: East Building 121
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Phone: (h) 540-349-8266 (o) 703-753-9969 (c) 703-309-6224
Office Hours: By appointment

Course Description:
Prerequisite: Admission to the Counseling and Development program, and EDCD 602 taken previously or concurrently; or permission of the instructor. Covers major theoretical approaches to counseling, including psychodynamic, Adlerian, existential, person-centered, cognitive-behavioral, systems, solution-focused and integrated. Provides practice in basic counseling skills through supervised practice. A lab is included.

Student Outcomes:
At the successful completion of this course students should be able to:
1. Demonstrate understanding of the rationale, development and application of major theoretical approaches to counseling including: psychodynamic, Adlerian, person-centered, existential, cognitive-behavioral, multicultural, systems, solution-focused and integrated.
2. Recognize appropriate counseling interventions associated with each major theory.
3. Demonstrate understanding of counseling interventions associated with each major theory.
4. Identify key terms associated with each major theorist.
5. Demonstrate theoretical understanding of gender and multicultural issues within the counseling context.
6. Demonstrate understanding of appropriate application of theories and interventions with diverse populations, contexts and issues.
7. Demonstrate an understanding of several models of helping.
8. Demonstrate facilitative counseling interventions including the use of attending skills, minimal encouragers, silence, paraphrasing, questions, empathy, summarization, probing, challenging, focusing skills, self-disclosure and information giving.
9. Demonstrate appropriate application of counseling skills with a client.
10. Demonstrate clinical application of key terms associated with each theory.
11. Apply clinical skills appropriately with culturally and gender different clients.
12. Be open to receiving and utilizing constructive feedback on application of counseling skills.
13. Write a comprehensive, APA style, research paper on a counseling theory.

Relationship to Program Goals and Professional Organization:
EDCD 603 is an entry-level course for the Counseling and Development degree program. It is intended to offer counseling majors an introduction to counseling theories and the associated application of these approaches in practice. In addition, it affords those individuals who have an interest in counseling, but who have not yet made, and may never make, a commitment to enter the counseling profession, an opportunity to sample what this profession is about.
EDCD 603 is a prerequisite to EDCD 606 or EDCD 609 that focuses on advanced counseling skills and techniques. This series of courses will provide minimum necessary foundation for the rest of the curriculum relative to theories and how they are applied in the profession of counseling.

EDCD 603 provides the foundation in the knowledge base for the M.Ed. degree in Counseling and Development for students seeking that degree whether they enter the profession in a school, or community settings. This foundation is built upon with other courses culminating in an internship in an appropriate setting.

EDCD 603 fulfills the requirements of the following professional organizations:
- Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling.
- Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) core requirement described in Section II.K.e: Helping relationships: An understanding of counseling and consultation processes.
- American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

Professional Dispositions:
Professional Performance Criteria (Effective February 25, 2003).
The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The Counseling and Development Program in the Graduate School of Education at George Mason University has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to the dispositions found on the C & D Homepage at: http://gse.gmu.edu/programs/counseling/professional_performance.htm

The Graduate School of Education (GSE) expects that all students abide by the following:
Students are expected to exhibit professional behavior and dispositions. See http://www.gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Course Structure:
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 (Ivey or Seligman), and 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 tape-recorded counseling sessions.
Students will be assigned to a small group and will be responsible for sharing information within the group and making a presentation concerning a theory to the class.

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

**Course Requirements:**

- **Active Participation** and high levels of performance in all class and lab activities. Students are expected to attend all classes and come to class prepared having completed all reading and written assignments. [10 points for attendance, participation, and use of technology.]

- **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 logon to Blackboard regularly and be able to use the Blackboard resources. The following are the guidelines for accessing Blackboard:
  1. Enter the following URL into your browser. http://blackboard.gmu.edu
  2. Click on the Login button.
  3. Enter your Username and Password. Your username is your GMU username. The password will be given to you on the first night of class.
  4. A welcome message will appear. To the left of this page is, Tools.
  5. Click on Personal Information. You can change your password and your email address.

- **Group Presentation** The group presentation of one theory will focus on providing the class with an overview of the theory. The presentation should include lecture, PowerPoint, an experiential activity, and a handout summarizing key concepts. Specific guidelines for the presentation and the handout will be provided. The presentation should be no longer than 30 minutes. An assessment rubric is available on Blackboard. [10 points]

- **Short Assignments and Activities** will be completed in and out of class are designed to reinforce and extend learning. Examples include a personal lifeline, and theory organizers. Activities will include demonstration of counseling skills through role-play, and taped exercises, a critique of another student’s counseling tape, and the development of a counseling model. [10 points]

- **Quizzes and Case Study Analysis.** Two short-answer quizzes will be given. Quizzes will cover material from previous classes. The purpose of the quizzes is to reinforce learning and check for comprehension of theoretical concepts. A take-home case analysis will be due the last class period. Each quiz is worth 6 points. The case analysis is worth 8 points. [20 points]

- **Research Paper** concerning a specific counseling theory (a different theory than the one chosen for the group presentation) applied to a counseling issue. An assessment rubric is available on Blackboard. [20 points]

Papers requirements:
- Describe and apply a counseling theory (covered in this course) to a current counseling issue;
- Choose a counseling issue related to an advocacy or social justice topic of interest to you. Clearly describe the counseling issue and/or population (e.g., Coping with HIV; depression in the elderly, helping children manage ADHD; dealing with chronic illness).
- Briefly describe aspects of the counseling theory relevant to the counseling issue;
• Present the strengths and weaknesses of the theory as applied to the counseling issue and implications for use with diverse populations;
• Use 5 or more references to include at least 3 professional counseling or psychology journals;
• Paper length: 5 page maximum (not including cover, abstract, or references); and
• Use of APA style 5th (See Blackboard for APA 5th Guidelines).

• Three Audio or Video-taped Counseling Sessions with a volunteer client. Guidelines and an assessment rubric concerning this assignment will be provided in class and can be found on Blackboard. Students must provide their own audio or video equipment.

Tape #1: Students will conduct and record a counseling session with another student in class. Students will receive feedback from the instructor.

Tape #2: Students will need to find an adult volunteer to participate in two counseling sessions. In recruiting volunteer clients, the client should be told that the purpose of the session is to provide the student counselor practice using basic counseling skills. Volunteer clients should be encouraged to talk about real issues. Appropriate issues can be real “problems-in-living” but volunteer clients should be discouraged from using these sessions to make major life decisions or discuss serious life crises. A person who is currently seeing a therapist is not a suitable client for this assignment. At the start of the session, the student counselor should provide limits of confidentiality, assure the client that the tape will be destroyed immediately following its critique, and explain in basic terms the purpose of counseling and this assignment. A signed permission slip will be provided. The student counselor and triad members will critique tape #2. This session will not be graded.

Tape #3: Student counselors will tape a second session with the volunteer client and transcribe verbatim the session. Students will label evidence of at least 25 counseling skills and will write a 2- to 3-page (double spaced) assessment of their counseling skills.

Summary of taped counseling assignments:
• Tape #1: 10 minute session with classmate, critiqued by group and instructor
• Tape #2: 15 minute first session with a volunteer client, critiqued in class by student and a group member
• Tape #3: 20 minute second session with volunteer client, evaluated by instructor. (30 points)

Attendance:
Students are expected to attend all classes, to come on time and stay for the entire class. Students who miss all or part of two classes may not be able to complete the course.

Grading System:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance, Participation &amp; Technology</td>
<td>10</td>
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<tr>
<td>In-Class &amp; Skills Activities</td>
<td>10</td>
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<td>Group Presentation (group grade)</td>
<td>10</td>
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<tr>
<td>Research Paper</td>
<td>20</td>
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<td>Quizzes and Take Home</td>
<td>20</td>
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<tr>
<td>Final (tape #3)</td>
<td>30</td>
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<td>Total</td>
<td>100</td>
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In accordance with the George Mason University Grading Policy, the following grades may be achieved:

- **A** 95-100 points
- **A-** 90-94 points
- **B+** 86-89 points
- **B** 82-85 points
- **B-** 79-81 points
- **C** 78 points and below

**Required Texts:**


**Optional Text:**

**Electronic Reserves (Required Reading):**
The following articles will be available on Electronic Reserves. Directions for accessing these articles will be provided in class.

- Use the following link to search Electronic Reserves. [http://oscr.gmu.edu/cgi-bin/ers/OSCRgen.cgi](http://oscr.gmu.edu/cgi-bin/ers/OSCRgen.cgi)
- The password for accessing Electronic Reserves is: chalk


**Supplemental Reading:**


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<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Class 1 – January 27</td>
<td>Introductions and Course Overview</td>
<td>Assignment: Attending</td>
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<tr>
<td>Class 2 – February 3</td>
<td>Intentionality; Theories</td>
<td>Ivey Text: Ch. Before You Get</td>
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<tr>
<td></td>
<td>Activity/skill: 1) Life line,</td>
<td>Started, 1-2</td>
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<td></td>
<td>2) Active Listening</td>
<td>(Seligman Text: Ch. 1 – 2)</td>
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<td>Electronic Reserves: Cheston</td>
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<td>Class 3 – February 10</td>
<td>Psychodynamic Theories</td>
<td>Ivey Text: Ch. 3-5</td>
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<td></td>
<td>Activity/skill: 1) RESPECTFUL Cube</td>
<td>(Seligman Text: Ch. 3-9)</td>
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<td>2) Microskills: Minimal encouragers</td>
<td>Electronic Reserves: LaFountain</td>
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<td>Class 4 – February 17</td>
<td>Psychodynamic Theories</td>
<td>Ivey Text: Ch. 3-5</td>
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<td>Activity/skill: 1) Case Applications</td>
<td>(Seligman Text: Chap. 3-9)</td>
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<td></td>
<td>2) Microskills – paraphrase &amp; empathy</td>
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<td>Class 5 – February 24</td>
<td>Cognitive-Behavioral Theories</td>
<td>Ivey Text: Ch. 6-7</td>
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<td>Activity/skill: Microskills</td>
<td>(Seligman Text: Chap. 15-21)</td>
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<td>Questions &amp; probes</td>
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<td>Class 6 – March 3</td>
<td>Cognitive-Behavioral Theories</td>
<td>Ivey Text: Ch. 6-7</td>
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<td>Activity/skill: 1) Self-Awareness</td>
<td>(Seligman Text: 15-21)</td>
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<td>Exercise, 2) Self-disclosure, 3) Immediacy</td>
<td>DUE: Research Paper</td>
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<td>Class 7 – March 10</td>
<td>Existential-Humanistic Theories</td>
<td>Ivey Text: Ch. 8-9</td>
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<td>Activity/skill: Conducting a</td>
<td>(Seligman Text: 10-14)</td>
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<td>Counseling session</td>
<td>Electronic Reserves: Roffey &amp;</td>
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<td>Glauser &amp; Bozart</td>
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<tr>
<td>Class 8 – March 17</td>
<td>GMU Spring Break—No Class</td>
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Class 9 - March 24 –
  Topic: Existential-Humanistic Theories
     REBT, Reality Therapy
     Activity/skill: Challenge
     Ivey Text: Ch. 8-9
     (Seligman Text: 10-14) Electronic Reserves: Freeman

Class 10 – March 31
  Theory Presentations -  Psychodynamic
                        Cognitive-Behavioral
                        Existential/Humanistic
                        Multicultural

Class 11 – April 7
  In-class Quiz #2
  Topic: Multicultural Counseling Theories
  Activity: Do Tape # 1 in class
  Ivey Text: Ch. 10-11

Class 12 – April 14—VSCA—Students encouraged to attend—No formal class
  Read: Ivey Text: Ch 12-13  Family Systems
  Prepare to conduct the second session
  Work on Tape #2

Class 13 – April 21
  Topic: 1 Family Systems
  Topic 2: Integrated Perspective
     Activity/skill: Do Tape # 2 Feedback
     DUE: Tape (#2)
     (Seligman Text: 23-24)

Class 14 – April 28
  Topic: Recognizing and dealing with client Resistance
  Activity/skill: Putting skills together
  Course evaluation

Class 15—May 5
  Topic/Activity: Developing your own theory
  DUE: Final Tape (#3) & Analysis
  Take-Home Case Analysis