Catalog – Prerequisites: EDCD 603 and admission to the counseling and development program or permission of instructor. Covers counseling skills, process and strategies associated with major counseling theories. Provides intensive practice in both technical and conceptual skills with emphasis on self-awareness, case conceptualization, racial-cultural considerations and supervised practice.

Course Description - EDCD 609 (1) expands and refines the basic listening and attending skills learned in EDCD 603, (2) focuses on therapist variables, self-knowledge and the counseling relationship as the essential elements for effective counseling and (3) develops students’ expertise in case conceptualization and application of more advanced counseling skills. Students will study and practice techniques and strategies from major counseling theories while exploring the need for self-awareness and role of racial and cultural issues in the application of these approaches. Students will have a solid skill foundation for application in laboratory courses and will be able to plan a course of counseling that is consistent with their personal attributes, theoretical preference and client needs.

Course Objectives/Student Outcomes
At the conclusion of this course, students should be able to:

1. Apply basic listening and attending skills with increased consistency and effectiveness.
2. Understand and apply the technical and conceptual skills associated with major counseling theories, principles, and topics.
3. Demonstrate self-awareness with regard to personal values and biases and racial/cultural worldview.
4. Integrate all aspects of counseling such as assessment, goal clarification, establishment of therapeutic relationship and effective termination.
5. Provide clear and constructive feedback to classmates.
6. Accept and implement feedback from the instructor and classmates.
7. Display an ongoing commitment to personal growth and development.
Relationship to Course and Program Goals and Professional Organizations

EDCD 609 is a core course in the Community and Agency Counseling Program and builds on the foundational knowledge base obtained in EDCP 603 for the M.Ed. degree in Counseling and Development. This advanced course provides students with the skills needed to function successfully in a practicum or internship placement. It approaches counseling and the understanding of adults from a multidisciplinary framework inclusive of social, political, economic, familial and psychological factors that affect counseling with this population. After taking both EDCD 603 and EDCD 609, students have studied and practiced the techniques of major counseling treatment systems and their application to adults. Students have a foundational understanding of the relationship between counselor self-awareness and counseling practice. Students have a solid foundation for application in laboratory courses and can begin to identify which theories of counseling are more suitable to their personal attributes and professional interests.

EDCD 609 fulfills the requirements of the following professional organizations:

- 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) requirements that counselor education programs include the study of helping relationships.
- 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](http://mail.gmu.edu) and click on Responsible Use of Computing at the bottom of the screen.

**NOTE:** The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local 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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

EDCD 609 incorporates student interviews and simulated counseling sessions as an integral and fundamental aspect of counselor skill training. Students are therefore required to model aspects of client confidentiality as well as treat fellow students with respect and dignity. Students are encouraged, although not required, to bring actual life experiences to the simulated counseling sessions, however it is important to emphasize that the sole intent of the counseling dyads is for training purposes and is in no means designed to be therapeutic.

**Course Materials**

**Required Texts:**


**Required Reading:**

The following articles will be available on Electronic Reserves. The link to access electronic reserves is:

[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: __________________


Course Requirements/Assignments
Each student will:

- Attend each class and complete reading assignments for class. As a graduate student, you are expected to arrive on time and stay for the entire class period. This course relies heavily on experiential exercises to foster skill development therefore attendance at all class sessions is critical. Please consider that absences will not only affect individual student learning, however will have a negative impact of class-members as well. Subsequently, any unexcused absence will result in a lowering of the final grade by one full letter grade.
- Participate and contribute to class discussions and engage in all the activities including the student interview, counseling dyads and process observation.

All written assignments must be typed and must follow APA format. Grading on written work will take into account the following factors: quality of written work, knowledge of content area, and adherence to requirements of assignment. You are expected to submit all work on assigned dates, and a penalty of 10% of the assignments grade will be applied for every day the assignment is late.

1. Individual Interviews *: Students will engage in two tape-recorded individual interviews. The interviewee should not be a family member or close friend. Each interview will be transcribed and critiqued. An informed consent form should accompany the transcript. The written critique should include an assessment of the interviewers use of microskills, a focus on the process of the interview and an examination of the thoughts and feelings of the interviewer. The first interview will be conducted at the beginning of the semester and will serve as a baseline assessment of the student’s skill level. The second interview will be conducted toward the end of the semester and represent an assessment of student’s progress and development during the course of the semester.
2. Self-Awareness Paper *: Submit a 10-page paper focusing on how you have come to choose counseling as a profession. Please identify and discuss personal attributes that you believe will directly impact your counseling ability (e.g. beliefs, personality characteristics). Provide an analysis of significant personal (e.g. family) and socio-cultural (racial, ethnic, religious) influences on your personal and professional development. Document how these influences might shape your work as a counselor (e.g. how might you religious orientation impact your counseling approach). Finally, provide an assessment of what you currently view as your strengths and limitations as a counselor. Also outline intended steps to address self-perceived limitations.

3. Final examination – take home *: Students will be presented with five counseling scenarios and will be required to provide a case conceptualization, discuss personal reactions to each case and how these reactions might influence the counseling relationship, and outline treatment plan. Further information will be provided

4. Class participation: Students’ progress in applying skills and strategies and providing feedback to classmates will be monitored weekly by the instructor and teaching assistant. Students are also encouraged to complete weekly practice exercises from the Ivey & Ivey text. An audio (standard or micro-cassette) recorder and several blank tapes will be needed for practicing and critiquing counseling skills throughout the course. Specific class activities will include student interviews, simulated counseling dyads and process observation. Students will interviewed as part of a dyad on the major influences in their development as a counselor and will also participate in the interview of fellow students. Further information on the interview will be provided

* A grading rubric will be posted on Blackboard

Grading
Interviews I 10 points
Interview II 20 points
Self-Awareness paper 15 points
Final examination 30 points
Skill Development (Dyads/Interviews) 15 points
Class participation/Attendance 10 points

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

Honor Code: To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have
set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before the council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the university catalog or website at www.gmu.edu.

Class Outline

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS TOPICS &amp; ACTIVITIES</th>
<th>ASSIGNMENTS &amp; READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/26/05</td>
<td>Introductions, Course Overview&lt;br&gt;Discussion of Syllabus, The Counselor as Healer&lt;br&gt;The Art of Understanding</td>
<td>Ivey &amp; Ivey Introduction&lt;br&gt;Helms &amp; Cooke Ch’s 2</td>
</tr>
<tr>
<td>02/02/06</td>
<td>The Counseling Relationship Stages; Rapport; Questions: Opening Communication; Client Observation&lt;br&gt;Activity: Counselor Interview</td>
<td>Ivey &amp; Ivey, Ch. 1-2&lt;br&gt;McWilliams Ch. 3&lt;br&gt;Brammer, 1993</td>
</tr>
<tr>
<td>02/09/06</td>
<td>Facilitating Intentional Communication -Encouraging, Paraphrasing, Summarizing; Reflection of Feelings&lt;br&gt;Activity: Counselor Interview</td>
<td>Ivey &amp; Ivey Ch. 4-6&lt;br&gt;Helms &amp; Cooke, Ch 3&lt;br&gt;First Interview Due</td>
</tr>
<tr>
<td>02/16/06</td>
<td>The Initial Interview: Establishing the Frame&lt;br&gt;Activity: Counselor Interview</td>
<td>Ivey &amp; Ivey Ch. 7&lt;br&gt;McWilliams, 1999&lt;br&gt;McWilliams Ch. 4&lt;br&gt;Helms &amp; Cooke, pp. 158-172.</td>
</tr>
<tr>
<td>02/23/06</td>
<td>The dynamics of Change: Understanding, Empathy Challenging and Support&lt;br&gt;Activity: Counselor Interviews</td>
<td>Ivey &amp; Ivey Ch. 8&lt;br&gt;McWilliams Ch. 6 &amp; 7&lt;br&gt;Helms &amp; Cooke, pp.173-199.</td>
</tr>
<tr>
<td>03/02/06</td>
<td>Eliciting and Reflecting Meaning: Incorporating Resistance and Regression&lt;br&gt;Activity: Counselor Interview</td>
<td>Ivey &amp; Ivey, Ch. 9 &amp; 10.</td>
</tr>
<tr>
<td>03/09/06</td>
<td>Toward Termination: Maintenance of change and growth&lt;br&gt;Activity: Counselor Interview</td>
<td>Ivey &amp; Ivey Ch. 11&lt;br&gt;Self-Awareness Paper Due</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Resources</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>03/30/06</td>
<td>Psychodynamic Approaches</td>
<td>McWilliams Ch. 1 &amp; 2.</td>
</tr>
<tr>
<td></td>
<td><strong>Activity: Counseling Dyads</strong></td>
<td></td>
</tr>
<tr>
<td>04/06/06</td>
<td>Cognitive-Behavioral Approaches</td>
<td>Persons &amp; Davidson, 2001</td>
</tr>
<tr>
<td></td>
<td><strong>Activity: Counseling Dyads</strong></td>
<td></td>
</tr>
<tr>
<td>04/13/06</td>
<td>Cognitive-Behavioral Approaches</td>
<td>Sperry, 1999</td>
</tr>
<tr>
<td></td>
<td><strong>Activity: Counseling Dyads</strong></td>
<td>Wills &amp; Sanders, 1997</td>
</tr>
<tr>
<td>04/20/06</td>
<td>Inter-Personal Psychotherapy</td>
<td>Weissman, Markowitz &amp; Klerman, 2000.</td>
</tr>
<tr>
<td></td>
<td><strong>Activity: Counseling Dyads</strong></td>
<td>(pp. 1-26).</td>
</tr>
<tr>
<td>04/27/06</td>
<td>Inter-Personal Psychotherapy</td>
<td>Weissman, Markowitz &amp; Klerman, 2000.</td>
</tr>
<tr>
<td></td>
<td><strong>Activity: Counseling Dyads</strong></td>
<td>(pp.123-161).</td>
</tr>
<tr>
<td>05/04/06</td>
<td>Self Care and Termination.</td>
<td>McWilliams, Ch. 12</td>
</tr>
<tr>
<td></td>
<td><strong>Activity: Group Process</strong></td>
<td>Helms &amp; Cooke</td>
</tr>
<tr>
<td></td>
<td>Final exam distributed and reviewed</td>
<td>pp. 254-274.</td>
</tr>
<tr>
<td>05/11/06</td>
<td>Take Home exam Due</td>
<td></td>
</tr>
</tbody>
</table>

* Flexibility Clause: Because of the unique mixture of content and experientially based instruction that is the nature of this course, along with variability of student needs, it may be necessary to make adaptations in course activities. Therefore, the course activities outlined in the syllabus are subject to change.

**Additional Resources**


