

George Mason University Graduate School of Education

College of Education and Human Development

EDCD 603: Counseling Theories and Practice

Instructor: Joya A. Crear, Ph.D.
Phone: 703.993.2700
Email: jcrear@gmu.edu
Class Location: Science and Tech I - Room 126
Office Hours: By Appointment
Office Address: N. Chesapeake Module (Office of Diversity Programs and Services)

Course Description:

Prerequisite: Admission to the Counseling and Development program, and EDCE 602 taken previously or concurrently; or permission of the department. 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. [20 points for attendance, participation, and use of technology.]
 1. **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.
- **In-Class Skill Work:** Skill work activities include, but are not limited to: demonstration of counseling skills through demonstration, role-play, and recorded exercises, as well as the critique of another student's counseling tapes. [40 points]
- **Group Presentation** The group presentation of one theory will focus on providing the class with an overview of the theory. Theory presentation topics are determined by the instructor and assigned to each group. 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 40 minutes. [100 points]
- **Research Paper** concerning a specific counseling theory (a different theory than the one chosen for the group presentation) applied to a counseling issue. [80 points]
Paper requirements:
 - Describe and apply a counseling theory 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 6th edition.
- **Take Home Case Studies:** Two take-home case study analyses will be posted on blackboard. Each is worth 30 points. [60 points]
 - Three **Audio or Video-recorded Counseling Sessions** with a volunteer client. Guidelines and an assessment rubric concerning this assignment can be found on Blackboard. Students must provide their own audio or video equipment [100 points]

Recording #1: Students will conduct and record a counseling session using another student from class. Students' will review the CD, self evaluate, and reflect CD with a classmate. **This session will not be graded.**

Recording #2: Students will need to find an adult volunteer to participate in *two* counseling sessions. When 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 the limits of confidentiality, assure the client that the DVD will be destroyed immediately following its critique, and explain in basic terms the purpose of counseling and this assignment. Students will also transcribe **any 5 minutes** of the session. A signed permission slip is available on blackboard. The student counselor and a classmate will critique recording #2. **This session will not be graded.**

Recording #3: Student counselors will record 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 page (double spaced) assessment of their counseling skills. *See Rubric*

Summary of recorded counseling assignments:

- **Recording #1:** 10 minute session with classmate, critiqued by self and group member. The labeled CD and the Self-Assessment worksheet are turned in to the instructor at the end of class in a large envelope.
- **Recording #2:** 15 minute first session with a volunteer client, critiqued in class by student and a group member. The labeled DVD, transcription and the Self-Assessment worksheet are turned in to the instructor at the end of class in a large envelope.
- **Recording #3:** 15 minute second session with volunteer client, evaluated by instructor. (100 points) including transcription and identification of 25 counseling skills.

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:

Attendance, Participation & Technology	20 points
In-Class Skill Work	40 points
Group Presentation (group grade)	100 points
Research Paper	80 points
Take Home Case Studies (2 @ 30 pts)	60 points
Final (Recording #3)	100 points
Total	400 points

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

A	380-400	points
A-	360-379	points
B+	345-359	points
B	328-344	points
B-	316-327	points
C	315 points and below	

Required Text:

Ivey, A.,E., D'Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2007). *Theories of counseling and psychotherapy: A multicultural perspective (6th ed)*. Boston: Allyn & Bacon.

Optional Text:

Seligman, L. (2010). *Theories of counseling and psychotherapy: Systems, strategies and skills (3rd e.d)*. Upper Saddle River, NJ: Merrill, Prentice-Hall, Inc.

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://furbo.gmu.edu/OSCRweb/index.html>

The password for accessing Electronic Reserves is: counseling (no caps)

Freeman, S. C. (1993). Client-centered therapy with diverse populations: The universal within the specific. *Journal of Multicultural Counseling & Development, 21*, 248-254.

Hays, Pamela A. (2009). Integrating evidence-based practice, cognitive-behavior therapy, and multicultural therapy: Ten steps for culturally competent practice. *Professional Psychology: Research and Practice, 40*, 354-360.

Hill, CE., Sullivan, C., Knox, S. & Schlosser, L.Z. (2007). Becoming psychotherapists: Experiences of novice trainees in a beginning graduate class. *Psychotherapy: Theory, Research, Practice, Training 44*, 434-449.

Electronic Reserves (Suggested Reading)

Chung, R. C-Y, & Bemak, F. (2002). The relationship of culture and empathy in cross-cultural counseling. *Journal of Counseling & Development*, 80, 154-159.

Hare - Mustin, R.T. & Marecek, J. (1986). Autonomy and Gender: Some questions for therapists. *Psychotherapy: Theory, Research & Practice* 23, 205-212.

Liu, W.M., Soleck, G, Hopps, J., Dunston, K., & Pickette, T. (2004). A new framework to understand social class in counseling: The social class worldview model & modern classism theory. *Journal of Multicultural Counseling & Development*, 32, 95-122.

COURSE AGENDA ***Week 1 August 31 Introductions and Course Overview**

Reading: Ivey Text: Chapters 1 -2

(Seligman Text: Ch. 1 & 2)

Hill et al. (2007) Article - Electronic Reserves: *Password == Counseling*

Week 2 September 7 Topic: Psychodynamic Theories – Freud

Ivey Text: Chapters 4 & 5

(Seligman Text: Ch. 3)

Psychoanalytic Terminology doc (bb)

Skills: Listening, Minimal encouragers, Establishing a contract, Helping the client tell a story, Stages of Change

Week 3 September 14 Topic: Psychodynamic Theories – Adler

Reading: Ivey Text: 6

(Seligman Text: Chap. 4 & 5)

Family Constellation - Birth Order doc

Electronic Reserves: *Chung & Bemak*

Skills: Important sentences, progression of mental health, cutting off, drawing out

Assignment: Complete Recording #1 for next class

WEEK 4 September 21 Topic: Cognitive-Behavioral Theories

Ivey Text: Ch. 7 & 8

(Seligman Text: Chap. 14 - 16)

Electronic Reserves: *Hays*

Skills: Listening theoretically, questions, disputing, interpreting

In class review of Recording 1 ** Bring CD and player**

*****Self evaluation and peer evaluation due to instructor at the end of class**

Week 5 September 28 Topic: Cognitive-Behavioral Theories

Ivey Text: Ch. 7 & 8

(Seligman Text: Chap. 14- 16)

Skills: Irrational Ideas, Self-disclosure, Immediacy

Due: Research Paper

WEEK 6 October 5 Topic: Transactional Analysis

Article - <http://www.businessballs.com/transactionalanalysis.htm>

(Seligman Text: pp.204-209)

In Class Case Analysis

Week 7 October 12 No Class – MONDAY CLASSES MEET

Assignment: Take Home Case Analysis

(Available on Blackboard – **Due 10/19**)

WEEK 8 October 19th Topic: Existential-Humanistic Theories

Ivey Text: Ch. 9 - 10

(Seligman Text: 8-10)

Existential-Humanistic terms

Electronic Reserves: Freeman (1993) Article

DUE: Case Analysis I

WEEK 9 October 26 Topics: Existential-Humanistic & Integrated Approach

Ivey Text: Ch. 10 & 13

DUE: Recording # 2 critique forms of self & peer

Review Recording #2 with classmate, critique due to instructor

Week 10 November 2 Group Presentations

Developmental Theory (Ivey Text: Chapter 13; Seligman Text: Ch. 22)

Family Systems Theory (Ivey Text: Chapter 14; Seligman Text: Ch. 20)

Solution Focused Theory (Seligman Text: Ch. 18)

WEEK 11 November 9 Group Presentations

Multicultural Counseling Theory (Ivey Text: Chapter 12)
 Feminist Counseling Theory (Ivey Text: Chapter 11)
 Positive Psychology/Wellness Counseling (Ivey Text: Ch 3)

WEEK 12 November 16 Integrated Approach

Counseling BootCamp
 Skills: Integration of theory & technique

Week 13 November 23 No formal class meeting

Work on Recording #3 and Case Analysis 2

Week 14 November 30 Topic: Your Theoretical Approach

Ivey Text: Chapter 15
 (Seligman: Chapters 21-23)
 Recognizing and dealing w/client resistance and closure
DUE: Final Recording #3, Verbatim Transcription & Analysis

Week 15 December 7 Wrap-Up

Course Evaluation
DUE: Final case analysis & essay (on Blackboard)

*Provide DVD and all paperwork in a large envelope labeled with your name
Include a self-addressed, stamped envelope if you want the DVD returned to you, otherwise, it will be destroyed.

* *Course agenda is subject to change at the discretion of the instructor