

GEORGE MASON UNIVERSITY
College of Education & Human Development

EDCD 603: Counseling Theories and Practice
Spring 2010

Instructor: Carol Kaffenberger, Ph.D.

Class Meets: Mondays 4:30-7:10 p.m.

Class Location: Krug 5

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Office Hours: Monday and Wednesday 3-4; By appointment only

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.5: Helping relationships: An understanding of counseling in a multicultural society.
- 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.

Required Texts:

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. (2006). *Theories of counseling and psychotherapy: Systems, strategies and skills (2nd 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/cgi-bin/ers/OSCRgen.cgi The password for accessing Electronic Reserves is:
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Cheston, S. E. (2000). A new paradigm for teaching counseling theory and practice. *Counselor Education & Supervision, 39*, 254-269.

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

D'Andrea, M., & Heckman, E. (2008). A 40-year review of multicultural counseling outcome research: Outlining a future research agenda for the multicultural movement. *Journal of Counseling & Development, 86*, 356-363.

Mason, M. (2009). Rogers redux: Relevance & outcomes of motivational interviewing across behavioral problems. *Journal of Counseling & Development, 87*, 357-363.

Roffey, A. E. (1993). Existentialism in a post-modern world: Meaningful lessons for the counselor. *Counseling & Values, 37*, 129-148.

Williams, B. (2003). The worldview dimension of individualism and collectivism: Implications for counseling. *Journal of Counseling & Development, 81*, 370-374.

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. Participation also includes in-class skill work activities such as role-play, and providing feedback to peers. An assessment rubric is attached to this syllabus and is available on Blackboard. [5 points]

- **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 on to Blackboard regularly and be able to use the Blackboard resources. Student participation in online discussions will be evaluated. An assessment rubric is attached to this syllabus and is available on Blackboard. [10 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 30 minutes. An assessment rubric is attached to this syllabus and is available on Blackboard. [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]

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 (See Blackboard for APA 6th Guidelines).
- **Case Studies:** Two case studies will be submitted on Blackboard. Case study #1 is worth 5 points; and case study #2 is worth 10 points and will serve as the final for this for the course. [15 points]

- Three **Audio or Video-taped 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 [30 points].

Tape #1: Students will conduct and record a counseling session using another student from class. Students' will review the tape, self evaluate, and reflect tape with a group member. This session will not be graded.

Tape #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 tape will be destroyed immediately following its critique, and explain in basic terms the purpose of counseling and this assignment. A signed permission slip is available on blackboard. The student counselor and a group member will critique tape #2. The student counselor will submit a 1-2 page reflection detailing the use of counseling skills, the session strengths, and areas for growth. [5 points].

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 page (double spaced) assessment of their counseling skills. An assessment rubric is attached to this syllabus and is available on Blackboard.

Summary of taped counseling assignments:

- Tape #1: 15 minute session with classmate, critiqued by self and group
- Tape #2: 15 minute first session with a volunteer client, critiqued in class by student and a group member; 1-2 page reflection submitted [5 points]
- Tape #3: 20 minute second session with volunteer client, evaluated by instructor. [25 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:

Attendance & Participation	5 points
Technology	10 points
Group Presentation (group grade)	20 points
Research Paper	20 points
Case Studies	
Case study #1	5 points
Case study #2	10 points
Counseling Sessions	
Session #2	5 points
Session #3	25 points
<hr/> Total	<hr/> 100 points

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

A	96-100	points
A-	91-95	points
B+	85-90	points
B	89-80	points
C	79 points and below	

COURSE AGENDA

DATE	TOPICS	ASSIGNMENTS
Week 1: Jan 25	Topics: Introductions & Course Overview Skills: Listening	
Week 2: Feb 1	Topics: Intentionality; Overview of Theories Skills: Active listening; minimal encouragers, questions; telling the story; stages of change	Readings: Ivey 1-4 ER: Cheston, Chung & Bemak
Week 3: Feb 8	Topics: Psychodynamic - Freud Skills: Session overview; summary, empathy	Readings: Ivey 5-6 (Seligman 3-9)
Week 4: Feb 15	Topics: Psychodynamic – Adlerian Theory Case Study Skills: Integrating the skills; preparing to conduct a session	Readings: Ivey 5-6 ER:

Week 5: Feb 22	Topics: Cognitive Behavioral Theories	DUE: Research Paper (submit electronically on Blackboard) Readings: Ivey 7-8
Week 6: Mar 1	Topics: Cognitive Behavioral Theories Skills: Skills: Conducting a session in class with a peer	Bring recording equipment to class Readings: Ivey 7-8
Week 7: Mar 8	No Class – Spring Break	
Week 8: Mar 15	Topics: Existential Humanistic Skills: Process feedback from session #1h	Readings: Ivey 9-10
Week 9: Mar 22 & Week 10: Mar 29	Identified families: Week 1: participate in a counseling practice session & work of group presentation Week 2: participate in online class discussion & case study Identified families: Week 2: participate in a counseling practice session & work of group presentation Week 1: participate in online class discussion & case study	Online Reading Discussion: ER: Williams, Roffey, De'Andrea & Heckman, Mason (as assigned) Online Case Study posted on Blackboard
Week 11: Apr 5	Topics: Multicultural Skills: Process 2 nd tape with peer	Readings: Ivey 11-15
Week 12: Apr 12	Topics: Multicultural Group Presentations Skills: Preparing for final session	DUE: Group Presentation; Tape #2 Reflection Readings: Ivey 11-15
Week 13: Apr 19	Topics: Group Presentations	DUE: Group Presentation
Week 14: April 26	Topics: final topics Skills: Review of final session	DUE: Final Counseling Session #3
Week 15: May 3	Topics: Closure Skills: Review of final session	DUE: Final Case Study Due

Rubric for Class Attendance, Participation & Technology

	Exceeds	Adequate	Emerging	Not Present
Attendance & Participation (5)	<p>Attends all classes, arrives on time and stays for the entire class.</p> <p>Regularly asks/answers questions and/or makes observations that indicate reflection and analysis appropriate to topic, lecture, or assigned readings. (5)</p>	<p>Misses one full class; or comes late twice; and/or leaves early twice.</p> <p>Occasionally asks/answers questions and/or makes observations that indicate reflection and analysis appropriate to topic, lecture, or assigned readings. (4-3)</p>	<p>Misses two full classes; or comes late 3 or more times; and/or leaves early three or more times</p> <p>Rarely asks/answers questions or makes comments that indicate familiarity with topic, lecture, or assigned readings. (2-1)</p>	<p>Misses more than two classes and must withdraw from the course.</p> <p>Never asks/answers or makes comments that indicate familiarity with the topic, lecture, or assigned readings. (0)</p>
Technology and Online Discussion (10)	<p>Demonstrates competence in use of technology as described in the syllabus; and actively participates in all online discussions and posts in a timely manner. (10-8)</p>	<p>Demonstrates lack of competence in use of technology as described in the syllabus; and/or does not consistently participate in online discussions and/or does not post in a timely manner. (7-5)</p>	<p>Demonstrates lack of competence in use of technology as described in the syllabus; and does not consistently participate in online discussions and/or does not post in a timely manner. (4-1)</p>	<p>Does not participate in online discussions. (0)</p>

Points: 15

EDCD 603: Counseling Theories & Practice Group Presentation Guidelines & Rubric

Assignment, as described in syllabus:

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, Power Point, 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 attached. [12 points]

Presentations will be evaluated on the following guidelines:

- ✓ Choose an aspect of the theory that depends or extends our understanding of the theory and relates to an application of the counseling theory.
- ✓ Use a variety of modalities: lecture, role play, demonstrations, activities, handouts, games overheads, and videos.
- ✓ Involve the audience.
- ✓ Do not read your presentation, deliver it.
- ✓ Stay within the time limit of 30 minutes.
- ✓ Handouts:
 - Consider *face validity* when assembling the handouts, meaning there should be one handout, with a cover, using the same font, organized in a useful way, attractive and easy to read.
 - All pages in the handout should be properly cited and a reference page should be included.
 - All components of the handout should be closely related to the focus of the presentation.
 - Consider including a reading or resource list.
- ✓ Power Point:
 - Consider *face validity*, meaning the slides should be easy to read, attractive and interesting.
 - Do not include too much information on any one slide.
 - Never read the slides to the audience.
 - Cite information.
- ✓ Share responsibility and involve everyone in the development and delivery of the presentation.
- ✓ Be creative and have fun.

EDCD 603: Group Presentation Rubric

Criteria	Exceeds	Adequate	Emerging	Not Present
Adheres to requirements of the assignment	Presentation is 30 mins., highlights the essential information of the theory using a variety of relevant and supportive activities and materials (2)	Presentation basic requirements: 30 mins., summary of theory using lecture, supportive activity, and a handout (1)	Presentation that is shorter than 20 minutes, longer than 35 minutes, and fails to meet one or more of the basic requirements described (.5)	Presentation fails to adhere to any of the previously described requirements (0)
Provides essential information about theory	Presentation accurately provides: <ul style="list-style-type: none"> o history o proponents o key concepts and terms o therapeutic process o application with diverse populations o resources (3) 	Presentation fails to provide one of the previously described components (2)	Presentation fails to provide two or more of the previously described components (1)	Provides essential information about theory (0)
Uses a variety of modalities	Variety of modalities including: <ul style="list-style-type: none"> o PowerPoint, lecture, activity, demonstration, involves audience (2) 	Uses overheads, lecture and one activity (1)	Uses primarily lecture format; reads from notes (.5)	Uses one modality throughout presentation (0)
Provides a handout to complement presentation	Handout includes: <ul style="list-style-type: none"> o Graphic organizer summarizing theory o Relevant information about theory o References/citations o Resources o Cover page & face validity (3) 	Handout lacks one of the qualities described (2)	Handout lacks two or three of the qualities described (1)	No handout is provided (0)
Quality of presentation	Presentation includes: <ul style="list-style-type: none"> o introduction of group members and overview o evidence that each group member has contributed o organization o polished presentation o holds audience attention. (2) 	Presentation lacks one of the qualities previously described (1)	Presentation lacks two or three qualities previously described (.5)	Presentation lacks four or five of the previously described qualities (0)

Total Possible Points: 10

Guidelines & Rubric Final Counseling Skills: Tape # 3

The Syllabus statement about this assignment reads:

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 3-page (double spaced) assessment of their counseling skills, strengths and weaknesses of the session and goals for growth. Guidelines and an evaluation rubric are available on Blackboard.

Summary of taped counseling assignments:

- Tape #1: 10 minute session with classmate, critiqued by instructor
- Tape #2: 15 minute first session with a volunteer client, peer-reviewed in class
- Tape #3: 20 minute second session with volunteer client, evaluated by instructor [30 points]

This counseling session with a volunteer adult client should included evidence of the following skills: Minimal Encouragers, silence, paraphrase, empathy (reflection of experience and feeling), questions - open and closed, summarization, probe, challenge, self-disclosure, information giving

Directions:

1. Plan to tape a 15 to 20 minute session with a volunteer adult client.
2. Transcribe the entire session. Leave a very wide margin on the left or right.

Example:

CL:	I can't stop thinking about it.	
CO:	Your mother's illness is really worrying you.	EMPATHY
CL:	Yes, and now my boss is really on my back about two deadlines I have missed..	
CO:	uh huh	MINIMAL ENCOURAGER

3. Using a highlighter mark evidence of 25 examples of the skills listed above [look for at least 8 of these skills]. In the margin label the skill.
4. Write a 2-3 page paper reflecting on, and analyzing, your performance. How did the session go? Identify strengths and weaknesses as well as cross cultural considerations. What did you do well? What did you miss? How did you feel about it? Identify at least one area for future growth.

**EDCD 603: Counseling Theories & Practice
Counseling Skills Tape - Rubric**

Criteria	Exceeds	Adequate	Emerging	Not Present
Audio Taped Session (2)	(2) <ul style="list-style-type: none"> ❑ Tape can be clearly understood ❑ Tape is label 	(1) Failure to adhere to one of the previously described requirements		(0) Failure to adhere to any of the previously described requirements
Transcription (3)	(3) <ul style="list-style-type: none"> ❑ Tape is transcribed accurately ❑ Skills are label ❑ Examples of skills are highlighted with marker 	(2) Failure to adhere to one of the previously described requirements	(1) Failure to adhere to two of the previously described requirements	(0) Failure to adhere to any of the previously described requirements
Demonstration of Counseling Skills (10)	(10) <ul style="list-style-type: none"> ❑ 25 skills are accurately labeled ❑ Minimum of 7 basic skills identified ❑ Skills are used appropriately ❑ Skills used are culturally appropriate 	(8) Failure to adhere to one of the previously described requirements	(4) Failure to adhere to two or three of the previously described requirements	(0) Failure to adhere to any of the previously described requirements
Demonstration That the Counseling Session is Structured	(5) <ul style="list-style-type: none"> ❑ Session is appropriately structured (Opening, focus, closing) ❑ Session helped the client tell the story 	(3) Failure to adhere to one of the previously described requirements	(1) Failure to adhere to either of the previously described requirements	(0) Failure to adhere to any of the previously described requirements
Analysis and reflection (10)	(10) <ul style="list-style-type: none"> ❑ Strengths <u>and</u> weaknesses of the session discussed ❑ Cross-cultural considerations ❑ Specific goals for growth were presented ❑ 2 –3 page length 	(8) Failure to adhere to one of the previously described requirements	(4) Failure to adhere to two or more of the previously described requirements	(2) Failure to adhere to any of the previously described requirements

Total possible points: 30