

**EDCD 797: Creative Counseling Techniques (1 credit)**  
**Section 002**  
**Instructor: Tori Stone, Ph.D.**  
**Spring 2011**

Course Meets: Saturday February 19 & 26 9:00 AM – 4:30 PM  
Location: Robinson A 101  
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**Course Description**

Special Topics course, EDCD 797: *Creative Counseling Techniques* provides an overview of counseling theory and creative techniques such as the use of movement, chairs, props, writing and drawing that can be used when counseling clients. The class will consist of lecture, group discussion, experiential activities and case studies.

**Course Objectives/Student Outcomes**

Students will review several counseling theories and learn to integrate theory and creative counseling techniques to add impact and depth to work with clients. Students will study the RCFF model and the Depth Chart of Impact Therapy. Students will learn to use movement, metaphor, and the use of visuals to make counseling more concrete.

**Relationship to Course and Program Goals and Professional Organizations**

EDCD 797 is a special topics course and meets the requirement that all masters' students take 2 credits of special topics course work. This 1-credit course will contribute to the counseling students knowledge of a particular population of clients.

EDCD 797 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.

**Required Text:**

Jacobs, E. E. (1992). *Creative counseling techniques: An illustrated guide*. Odessa, FL: Psychological Assessment Resources.

**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](http://gse.gmu.edu/programs/counseling/professional_performance.htm)

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

### ***Student Expectations***

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### ***Campus Resources***

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

**Course Structure:**

A variety of lecture, reading material and experiential activities will be provided during the five weeks of the course. Students should come to class prepared to actively participate in class discussion, role play and activities. Class activities will include lecture, small group work, experiential exercises.

**Course Requirements:**

**Active Participation & Technology Competence (25 points)**

**Attendance**

Students are expected to attend and participate in all scheduled class sessions.

**Discussion of Readings**

Discussion of readings from the text will take place during each class meeting. Students are expected to come to class prepared to discuss all readings.

**Skill Work**

Active participation and high levels of performance are expected in all class and skill-work activities. Class participation is essential to successful completion of this course.

**Technology Competence**

Students are expected to be able to use a computer, send and retrieve email, open attachments, access the internet, use Blackboard, participate in online discussions, and conduct a library search on line. Students are **required** to check their GMU email frequently.

**Multimedia Resource Assignment (20 points)**

Students will find a multimedia (e.g. movie clip, TV show, song, book, web resource, etc.) example that could be used as a creative technique with a client. Students will complete a discussion (no more than 2 pages) of how the resource could be used as a creative approach in counseling. The discussion should include what population the multimedia resource is best suited for, issue, age, cultural considerations, etc.

**In-Class Practice Sessions [25 points]**

Students will be required to spend 2 sessions practicing in class and be able to discuss the experience with the class. The first session will focus on Impact Therapy, specifically, the depth chart and RCFF. (a session is from 10-20 minutes). The second session will focus on the use of a creative technique, e.g. chair, prop, movement, writing/drawing etc. Students will process the practice session in small groups and we will process the exercise as a class.

**Outside Practice Counseling Session [30 points]**

Students will conduct a twenty minute counseling session outside of class using the integration of theory and a creative techniques (e.g. chair, small chair prop, movement, writing/ drawing etc). Students will write a two (2) page overview, analysis, and reflection of the session. The analysis will chronicle the theory and technique used, strengths, weaknesses and multicultural implications of the session. *Classmates may be used as clients for the purpose of this session.*

<b>Assignment</b>	<b>Points</b>
Active Participation & Technology Competence	25
Multimedia Resource Assignment	20
In-Class Practice Sessions	25
Practice Counseling Sessions	30
<b>Total</b>	<b>100</b>

NOTE: This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as learning, working, speaking, or hearing. If you need course adaptations or accommodations because of a disability please inform your instructor at the beginning of the semester, or as soon as possible, so that arrangements can be made. Please call the Disability Resource Center (703) 993-2474 for information and the required documentation.

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

A	95-100 points
A-	90-94 points
B+	85-89 points
B	80-84 points
C	79 points and below

### Course Agenda

DATE	TOPIC	ASSIGNMENT DUE
<p><b>Saturday, February 19<sup>th</sup></b></p>	<p>Syllabus</p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Book</li> <li>• Impact Therapy</li> <li>• Review of REBT &amp; TA</li> <li>• Props in Counseling</li> </ul> <p>In class practice session 1 Focus: Impact Therapy, depth chart and RCFF</p>	<p><b>Read:</b> Jacobs 1 – 6</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Multimedia resource paper</li> <li>• Outside Practice Session Analysis and Reflection</li> </ul>
<p><b>Saturday, February 26<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>• Movement in Counseling</li> <li>• Chairs in Counseling</li> <li>• Writing and Drawing in Counseling</li> <li>• Putting it all together</li> </ul> <p>In class practice session 2 Focus: Use of a creative technique e.g. chair, prop, movement, writing/drawing etc.</p>	<p><b>Due:</b> Multimedia resource paper</p> <p><b>Due:</b> Outside Practice Session Analysis and Reflection</p> <p><b>Assignment:</b> BB discussion posting – reaction to class</p>