

**George Mason University**  
**Graduate School of Education**  
**Course: EDCD 609 (001): Advanced Counseling Skills and Strategies**

Instructor: Dr. Regine Talleyrand, Ph.D.

Semester: Fall 2012

Course Time: Wednesdays Evenings, 4:30 – 7:10 p.m; Sunday, February 10th.

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Office Hours: Mondays, 12:00-1:30pm; Wednesdays, 3:00-4:00 pm or by appointment

### **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 in a community setting.

### **Course Description**

EDCD 609 expands and refines the basic listening and attending skills learned in EDCD 603. The course will focus on therapist variables, self-knowledge and the counseling relationship as the essential elements for effective counseling. In addition, students can expect to develop 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 gain solid skills that will be the foundation for application of these approaches in laboratory courses; they will be able to plan a course of counseling that is consistent with their personal attributes and theoretical preferences while being attentive to the diverse needs of clients.

### **Course Objectives/Student Outcomes**

At the end of this course, students should be able to:

1. Apply basic counseling 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, objectives, establishment of therapeutic relationship, the progression of the session 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.

### **Pedagogical Approach**

This course is designed to provide you with the opportunity to explore and expand your repertoire as a helping professional and counselor in training. My aim is to collaborate with you to create a learning environment, which is welcoming, safe, challenging, stimulating and rewarding. It is important that you be engaged in the work of this course in the service of broadening and deepening your abilities to express, explore and evaluate your thoughts, feelings and actions as they impact your responsibilities and competencies as a counselor.

Much of the time in the classroom will be devoted to practice counseling sessions (role-plays) and group discussion and processing of those experiences. We will also spend time discussing a range of issues that relate to the counseling process. I do not intend to do much formal lecturing, however, there will be some topics that I will want to contextualize and present didactically. For the most part, I would like the class to function in a seminar-like fashion.

It is my belief that central to one's capacity to be an effective clinician/therapist is the ability to develop therapeutic relational competence. Among the components of this are, e.g., the ability to communicate to the client one's respect for their personhood; the capacity to empathize with the client and communicate that empathic awareness to the client; the capacity to be fully present with the client; the ability to make the client feel/trust that one is present on his or her behalf; the ability to give the client reason to trust you; the ability to be an effective participant-observer of the relational process (this includes awareness of transference and countertransference issues) thereby ensuring the client's safety within the therapy relationship; and the ability to tolerate ambiguity. This list is not exhaustive but rather illustrative of the concepts I have in mind. The achievement of therapeutic relational competence takes time, reflection, self-evaluation, supervision, and experience. Although I do not expect that you will be experts at the end of this course, I am committed to fostering a learning environment in which you will feel safe enough to try things, thereby allowing you to learn from both your successes and your mistakes.

### **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 EDCE 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. The course 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 EDCE 603 and EDCE 609, students will have studied and practiced the techniques of major counseling treatment systems and their application to adults. Students will have a foundational understanding of the relationship between counselor self-awareness and counseling practice. Students will have a solid foundation for application in laboratory course and can begin to identify which theories of counseling are more suitable to their personal attributes and professional interests.

EDCE 609 fulfills the requirements of the following professional organizations:

- Virginia Department of Health Professions requirement that Licensed Professional Counselor (LPC) 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.

### **TASKSTREAM REQUIREMENTS**

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment, EDCE609 Advanced Counseling Skills Video/Paper, to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

## GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honorcode/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

### Professional Performance Criteria

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)

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 by no means designed to be therapeutic.

### CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

**For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].**

### Course Materials: Required Texts

1. Ivey, A. E. & Ivey, M. B. (2010). *Intentional interviewing and counseling: Facilitating client development in a multicultural society*. (7th ed). Pacific Grove, CA: Thomson/Brooks/Cole.

2. Lukas, S. (1993). *Where to start and what to ask: An assessment handbook*. New York, NY: W.W. Norton and Company
3. Rubin, L. (2003). *The Man with the beautiful voice*. Boston: Beacon Press.
4. Seligman, L. (2004). *Diagnosis and treatment planning in counseling*. (3<sup>rd</sup> ed.). New York, NY: Kluwer Academic/Plenum Publishers.

### **Course Materials: Recommended Texts**

Complete Adult Psychotherapy Treatment Planner (Jongsma)

### **Course Requirements/Assignments**

#### **Class Attendance:**

Students are expected to attend each class and complete all reading assignments for class. Due to the limited time class attendance is indispensable. Therefore, it is expected that students will attend all classes (which includes arriving on time and staying for the entire class). 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, but will negatively impact other class-members as well. Subsequently, any unexcused absence will result in a lowering of the final grade. **Students who miss more than (1) class with unexcused absences will not receive a passing grade for the course.** Arriving more than 15 minutes late to class will count as an unexcused absence. If there is a scheduling conflict that interferes with attendance during any portion of the class, students should see the instructor on the first class to discuss continuing in the class this semester or taking the course during another semester.

#### **Class Participation:**

Classroom participation is a vital part of this course. Students will contribute to class discussions and engage in all the activities including student role play interviews, counseling dyads/triads and process observation. Students' progress in applying skills and strategies and providing feedback to classmates will be monitored weekly by the instructor. Students are also encouraged to complete weekly practice exercises from the Ivey & Ivey text. A video recorder will be needed for practicing and critiquing counseling skills throughout the course. Specific class activities will include simulated counseling dyads and process observation.

#### **Written Assignments**

All written assignments must be typed and must follow APA (6<sup>th</sup> edition) 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 the assigned dates, and will receive a penalty for late assignments.

#### **Paper 1 (1 page) (10 points)**

Part 1: Reflect on your initial response to the description of the class client whom you will be counseling. Discuss your feelings and thoughts in response to the initial meeting. What do you anticipate might be challenges for you in working with this client? Specifically, focus on the following issues with respect to yourself and your client: gender, race, ethnicity, class background, sexual orientation, religion/spirituality, **Due: February 6th, 2013.**

#### **Paper 2 (4 pages) (10 points)**

In "A Man with a Beautiful Voice," Lillian Rubin discusses her clinical work with psychotherapy clients. Choosing one of the cases, briefly describe the client and his/her presenting issues. Examine and comment on any issues of countertransference (the feelings/reactions the therapist has toward the client) and how Rubin deals with it, within the context of the therapeutic relationship. What is your assessment

of the effectiveness of the therapist and the accuracy of her understanding of the client's issues? Make comments on interventions that you thought were therapeutically helpful or not helpful. When appropriate, make suggestions on how you may have worked differently with the client (**maximum 4 pages plus title page**). *Due: March 6th, 2013.*

### **Paper 3 (Performance Based Assessment) (20 points)**

The purpose of this paper is for you to reflect on your work with your assigned class client and to assess your counseling skills at this point in your training. This is not a research paper.

#### **Part 1 (3-4 pages):**

**A.** Write a biopsychosocial assessment of your client. Chapter 13 (How to write an assessment) in the Lukas text provides some ideas on how to write this assessment. **NOTE:** the final section of the assessment discussed by Lukas is the DSM Diagnosis. Rather than providing a DSM diagnosis, I want you to discuss descriptively what you think are the psychological challenges (underlying issues/client conceptualization) facing your client, what you regard as the current life challenges facing your client, and the extent to which your client is currently able to meet those challenges.

**B.** Write a concise Treatment Plan (using the standardized format that we have studied). The treatment plan should include both goals and objectives, your counseling approach(es) and why you chose this approach, and techniques you plan to implement.

#### **Part 2 (2 pages):**

**A:** Briefly summarize each session you had with your role-play client. In your summary include the goal of the session, what counseling approach you used, what techniques were incorporated and your overall assessment of each session.

#### **Part 3 (2-3 pages):**

**A.** Based on your review of the video tape of your sessions with your role-play client, critically evaluate your effectiveness as a counselor during those sessions, i.e., your ability to be present and empathically engaged with your client, interventions you made that you believe were helpful, interventions you made that you believe were not helpful, any issues that arose during the session which you found particularly challenging, your overall evaluation of your effectiveness with the client, and areas you may want to pursue if you were to continue with your client. In your critique of your work, give direct quotes from the audio tape to exemplify the points you are making. In this discussion I expect you to assess both your strengths and weaknesses as a helper at this point in your professional development, and your plan for addressing, over time, what you judge to be areas in which you need growth, improvement, change or help. *Due: April 3, 2013. (10 pages maximum)*

### **Paper 4 (Final Class Reflection) (10 points)**

Paper #4 will be a final summary of your experience in the class including your experiences working with a “real” client in the community (Service Learning Project-SLP) as well as how your skills have developed throughout the semester. In addition, this paper will discuss what you have learned about your successful (personally and professionally) throughout this process. The SLP will be discussed in greater detail during the first night of class. *Due: May 15, 2013. (4 pages maximum)*

### **Video Case Presentations**

You will have the opportunity to present three cases studies to the class. Your first video presentation (Session I) will consist of an overview of your first session with your client including client conceptualization/tentative treatment plan (15 minute presentation). Your second video presentation (Session III) will consist of an actual counseling session with your assigned client (20 minute presentation). Your third presentation will consist of a counseling session you experienced with an actual client in the community. During the presentations you will demonstrate your ability to: 1) conceptualize a client and his/her presenting concern, 2) conceptualize a counseling plan and 3) demonstrate the ability to implement a counseling intervention.

## Grading

Grading will be based primarily upon the significance, thoroughness, accuracy, relatedness, logic and degree to which points made are effectively supported. Papers receiving an “A” grade will be outstanding in each area. Grammar and style will be taken into account when they detract from the presentation or understanding of the professional arguments made. Points/grade will be deducted from assignments that do not follow APA guidelines and/or exceed the page limit. Late assignments will not be accepted unless there is a reasonable excuse (eg. emergency with an immediate family member, illness with doctor’s note).

### Paper One (10 points)

### Paper Two (10 points)

### Paper Three/Video (20 points)

### Paper 4 (10 points)

### Final Case Presentation/Video (20 points)

### Class Participation (30 points)

In accordance with the George Mason University Grading Policy, the following grading scale will be followed:

100-97 = A; 96-93 = A-; 92-90 = B+; 89-85 = B; 84-80 = B-; 79-75 = C; 74-70 = F)

## Tentative Course Outline

### Meetings Days

### Weekly Readings to be completed before class

January 23	Introductions, syllabus review; form counseling dyads.
January 30	Lukas chapter 1; Ivey chapters 1, 3, 4 & 5; Seligman chapter 5 (pages 127-134) <i>Review of Theories</i> <i>Informed Consent</i> <i>Case Conceptualization</i>
February 6	<b>Paper # 1 Due</b> Lukas chapters 2, 8 & 9; Ivey chapter 2; & Seligman chapters 5 (pages 135-138). <i>MSE &amp; Risk Assessments, Ethics</i> <i>The First Interview -- Role Play using feedback forms</i>
February 10th (Sunday)	First Class Client Session I/Video Recordings
February 13 <sup>h</sup>	Lukas chapter 13; Seligman chapter 4 <i>The Assessment</i>
February 20	<b>Video Presentations (Session I)</b>
February 27*	Class Client—Session II (Peer Observations/Feedback)
March 6	<b>Paper #2 due</b> Ivey chapters 6, 7, & 8; Seligman chapters 6 & 11 <i>Treatment Planning and Record Keeping</i> <i>Crisis Intervention/Assessment</i>
March 13	<b>Spring Break (No Class)</b>

March 20*	<b>Session III completed (Start AACH Clients/602 clients)</b> Ivey chapter 12/13 <i>Self Disclosure</i> <i>Feedback/Terminating the session</i> <b><i>Video Presentations (Session III)</i></b>
March 27	<i>No formal class—counseling in community</i>
April 3*	<b>Paper #3 Due</b> <b><i>Video Presentations (Session III)</i></b>
April 10	Supervision SLP
April 17	Supervision SLP
April 24	Supervision SLP <b>SLP Video/Final Case Conference Presentations</b>
May 1	<b>SLP Video/Final Case Conference Presentations</b>
May 8	<b>SLP Video/Final Case Conference Presentations</b> Class Wrap Up

**\*Class starts at 4pm**