

**George Mason University
College of Education and Human Development
Counseling & Development**

**EDCD 603: Counseling Theories and Practice
Summer 2013**

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Class: Mondays and Wednesdays, 4:30 – 7:20
Location: Robinson B205
Office Hours: MW 2:30 – 4 or by appointment (preferred)

Course Prerequisite: *Admission to the counseling program; EDCD 602: Foundations of Counseling (or concurrent)*

Course Description

Covers major theoretical approaches to counseling, including psychodynamic, Adlerian, existential, person-centered, cognitive-behavioral approaches, multicultural counseling theory, and integrated approaches. All theories are presented from a multicultural perspective, and focus on developing case conceptualization skills in students. Students will also develop basic counseling skills through supervised practice. Lab experiences are included in the class.

Required Reading:

Ivey, A.E., D'Andrea, M., & Ivey, M.B. (2012). *Theories of counseling and psychotherapy: A multicultural perspective (7th ed.)*. Boston: Allyn & Bacon.

Professional articles will be assigned and distributed via Blackboard as indicated on the course schedule, and further articles may be assigned at any time during the semester.

Student Outcomes and Learning Objectives:

The following course goals and corresponding objectives will guide the delivery of this course. At the end of the course, students will:

- 1. Have a basic understanding of traditional and emerging counseling theories, and analyze those theories from a multicultural perspective**
 - 1.1. Demonstrate an understanding of the rationale, development, and application of major theoretical approaches to counseling.
 - 1.2. Know counseling interventions associated with major theoretical approaches.
 - 1.3. Use counseling theories to conceptualize clients, including selecting counseling interventions. (CACREP II.5.d)

- 2. Understand goals and process of counseling and the counseling relationship**
 - 2.1. Develop an orientation to wellness and prevention as desired goals of counseling. (CACREP II.5.a)
 - 2.2. Knows counselor characteristics and behaviors that influence the helping process. (CACREP II.5.b)

- 3. Understand appropriate application of theories with diverse populations and issues, and in various contexts.**
 - 3.1. Understand cultural perspective of theoreticians and the context in which the theories were first developed.
 - 3.2. Understand how issues of privilege across dimensions of identity can affect conceptualization and counseling.
 - 3.3. View all counseling as multicultural counseling, and address issues of culture and diversity within the counseling relationship.

- 4. Demonstrate effective use of basic helping skills. (CACREP II.5.c)**
 - 4.1. Demonstrate attending skills including minimal body language and proxemics, encouragers, paraphrasing, appropriate questioning, summarizing, and reflection of feeling.
 - 4.2. Demonstrate counseling skills appropriate to specific counseling approaches, including basic lifestyle assessment, immediacy, completing thought logs, scaling questions.
 - 4.3. Demonstrate an ability to give and receive useful feedback regarding application of counseling skills to and from peers.
 - 4.4. Demonstrate an understanding of student's own strengths and areas for growth related to establishing a therapeutic relationship, basic counseling skills, client conceptualization, and goal setting/treatment planning.

- 5. Articulate theoretical perspectives and counseling approaches that fit with student's values and perspective.**

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.

EDCD 603 is a prerequisite for EDCD 606 and/or EDCD 609, which focus 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 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 setting. This foundation is built upon with other courses culminating in an internship in an appropriate setting.

EDCD 603 fulfills the requirements of the following organizations:

- Virginia Department of Education's 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.
- American Counseling Association (ACA) 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 that 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 at the C&D homepage at:

http://gse.gmu.edu/programs/counseling/professional_performance.htm

George Mason University Policies and Resources for Students

1. Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
2. Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
3. Counseling and Psychological Services – 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/>].
4. Office of Disability Services – 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 <http://ods.gmu.edu/>.
5. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

6. The Writing Center (Optional Resource) – 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/>].
7. University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Counseling & Development Program Professional Dispositions: Professional Performance Criteria (Effective February 25, 2003).

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Course Delivery

Lecture (in class and online), class discussion, cooperative learning groups, experiential exercises, video instruction, and supervised practice.

Course Requirements:

1. **Students must have taken or be concurrently enrolled in EDCD 602**
2. **Students must have an active GMU email account. *This is the official email address used by the Registrar, the Dean's office, and will be used for this class via Blackboard.* Students are responsible for all university of class email communications via their GMU email address. Thus, GMU email should be checked regularly.**
3. **Students will use Blackboard as the primary web link to obtain course information and documents, turn in assignments, as well as to communicate with each other and with the instructor.**
4. **It is the expectation of all C&D faculty that students will be on time and stay for the entire class periods. *Any student who has more than one unexcused absence class will not pass the class.* If you know that you will miss one class, you may want to think about taking the course another semester. If you have any questions about this or what may constitute as an unexcused absence, please talk with your instructor as soon as possible.**

TASKSTREAM REQUIREMENTS – www.taskstream.com

Every student registered for any C&D course with a required performance-based assessment is required to submit this assessment to TaskStream. 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 an 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.

Course Assignments:

1. Participation

As an introductory class, this class places a heavy emphasis on processing of information through class discussion, small group discussion, and participating in experiential activities. In addition, this class will be utilizing an “inverted classroom” format where many lectures are online, allowing class time to be freed for experiential activities and for working on assignments. Moreover, because the class will be so interactive and experiential, there is no way to “get the information” from a missed class—the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates learning as well. Several factors will go into your participation grade, including:

- a) **attendance** (every student is expected to be at every class),
- b) **punctuality** (every student is expected to be ready to go when class begins, and to stay for the duration of class time),
- c) **active participation** in class exercises (key is *active*, contributing ideas, giving feedback, participating in group discussions)
- d) **substantive contributions** to class discussions (not quantity of contributions, but contributions that demonstrate thoughtful analysis of information; comments that move discussion forward; comments based on knowledge and experience, not just opinion; and a demonstrated ability to propose new ideas and/or build on others’ ideas in a meaningful way).

2. Belief Statements

Students will complete a very brief (2 pages) reflection paper regarding their views of what it means to be human, what contributes to people experiencing difficulties, and what helps people overcome challenges and thrive. The goal of this assignment is for students to articulate their own thoughts and perspective, not to relate their views to an existing theory. **Belief Statements are due June 10**

3. Client Conceptualizations

This is the Performance-Based Assignment for this class – students must upload Client Conceptualization #3 onto Blackboard

Students will be given three client conceptualization scenarios to complete throughout the semester. Students will conceptualize each client’s situation from a particular theoretical perspective, and briefly describe what factors may be contributing to the client’s situation; goals and objectives for working with this

client; and specific strategies that could be utilized to help the client reach her/his goals. **Client conceptualizations are due June 19, July 3, and July 10.**

4. Faux Counseling Recordings and supporting materials

Students will complete two video (preferred) or audio recorded fake “counseling” sessions. Students are responsible for securing appropriate space to hold the fake counseling session, as well as the necessary technology to record the session and turn in the recording to the professor in a format that he can access. More specific information on the two recordings are below:

Tape #1 Students will work together in small groups and record at least one session with another student from the class serving as a volunteer “client”. Students who are playing the “client” are encouraged to either develop a character to role play a situation, or to discuss a real but benign issue, and one that does not in any way involve anyone associated with the counseling program at GMU. Students will complete self-evaluation forms as well as collect feedback forms from others in their small group, and will turn those in to the professor along with the tape. Students will set up meeting times (in their small groups) with the professor to receive feedback on their performance. **Recording #1 and all feedback forms are due June 26.**

Tape #2 Students will find an adult volunteer to participate in at least one faux counseling session, and will turn in one recording of a 30 minute session (approximately) to the professor along with a self-assessment form. When recruiting volunteer clients, the client must be told the purpose of the session is to provide the student counselor practice with basic counseling skills, and is not intended to serve as counseling for the volunteer. Volunteer clients should be encouraged to talk about real, but not serious, concerns. Appropriate topics can be dealing with typical stressors in everyday living, working through transitions, conflicts with friends, etc. *Volunteer clients should be discouraged from using these sessions to make major life decisions or discuss serious or profound life issues.* Persons who are currently seeing a counselor or therapist are not suitable for this assignment.

Students will only be asked to turn in one recording, but students must record all sessions and keep those sessions for one month after the course ends and must them available to the professor should he ask to review the other recordings. At the start of each session, the student must describe confidentiality and its limits, assure the client that the recording will be destroyed after the class is over, and explain in basic terms the purpose of counseling and of this assignment.

Students will also transcribe one continuous 10 minute section of the session *verbatim* and will highlight use of counseling skills via track changes or notes in the margin, and will turn in the transcription along with the recording and a self-evaluation form. **Recording #2, transcription, and self-evaluation are due July 15**

5. Theoretical Approach Analysis Paper

Students will write a brief (3-4 page) paper describing the theories and/or approaches that they believe best fit their foundational beliefs and approach to counseling, and will discuss how they see themselves using these theories to inform their work in their chosen work setting and/or with their potential client population (if known). **Theoretical Approach paper is due July 17**

6. Counseling Skills Self-Assessment

Students will meet in small groups to practice their counseling skills, and each student will receive written feedback from the other students in the group. Based on this feedback, as well as instructor feedback from the first Faux Counseling tape, students will write a very brief (2-3) page narrative discussing their current strengths as well as areas for growth regarding their counseling skills, as well as a specific plan to improve their counseling skills during the GMU counseling program. **The Self Assessment Paper is due July 24**

7. Final Exam

The final exam will include both objective questions (matching, true-false, multiple choice) and applied questions (short answer, theory comparisons) and will cover the primary theories discussed in the class as well as the use of basic counseling skills. **The final exam will be due July 24**

Evaluation-

Assignment weights

Participation -	15%
Belief Statement -	5%
Client Conceptualization #1 -	5%
Client Conceptualization #2 -	10%
Client Conceptualization #3 -	10%
Counseling Tape #1 -	10%
Counseling Tape #2 -	15%
Theoretical Approach Paper -	10%
Skills Self- Assessment -	10%
Final Exam -	<u>10%</u>
	100%

Grading Scale

A = 97-100
A- = 94- 96
B+ = 91- 93
B = 87- 90
B- = 84- 86
C = 83- 80
F = Below 79

Tentative Schedule for EDCD 603 Summer 2013**

Date	Topics	<i>Reading/Assignments Due</i>
Class 1 Jun 3	Introductions Course Expectations, Overview, and Process Defining Counseling and the Counseling Relationship Culture and Counseling Building an Intentional Learning Community	IDI, Ch. 1,3
Class 2 Jun 5	Skills Bootcamp I: Microskills	IDI, Ch. 4
Class 3 Jun 10	Psychodynamic Theories Freud, Object Relations, Neo-Freudians <i>Understanding Defense Mechanisms</i> <i>Understanding transference</i>	IDI, Ch. 5 <i>Belief Statements Due</i>
Class 4 Jun 12	Skills Bootcamp II: Client Conceptualization	IDI Ch. 2
Class 5 Jun 17	Alfred Adler & Individual Psychology <i>Style of Life, Goals of Misbehavior, Encouragement</i>	IDI Ch. 6.
Class 6 Jun 19	Skills Bootcamp III: Structuring a Counseling Session	<i>Client Conceptualization #1 due</i>
Class 7 Jun 24	Humanistic Traditions: Person-Centered; Existential <i>Working in the Here and Now</i>	IDI Ch. 9
Class 8 Jun 26	Skills Bootcamp IV: Immediacy & Deep Empathy	<i>Recording #1 and all feedback forms are due</i>
Class 9 July 1	Cognitive and CBT Approaches: Classical Conditioning, Operant Conditioning, and Beck's Cognitive Theory <i>Thought Logs, Cognitive Distortions</i> <i>ASCA National Conference</i>	IDI, Ch. 7
Class 10 July 3	Round Table I: Approaches using Cognitive and/or Behavioral Techniques <i>ASCA National Conference</i>	<i>Readings</i> <i>Client Conceptualization #2 due</i>

Class 11 July 8	Feminist Theory and Multicultural Counseling Theory <i>Deconstructing Power and Privilege</i> <i>Cross Cultural communication & Culturally proficient techniques</i>	IDI, Ch. 11-12
Class 12 July 10	Round Table II: Multicultural and Social Justice Oriented Approaches	<i>Client Conceptualization #3 due</i>
Class 13 July 15	Theoretical Integration: DCT, Transtheoretical Model <i>Stages of Change</i>	IDI, Ch. 14 <i>Prochaska & Norcross</i> <i>Tape #2, Transcription, Self-assessment form due</i>
Class 14 July 17	Skills Bootcamp V: Encouraging Change	IDI, Ch. 13 <i>Theoretical Approach Analysis Paper Due</i>
Class 15 July 22	Round Table III: Approaches utilizing Integration Course Wrap- Up	IDI, Ch. 16
July 24	Final Exam	<i>Final Exam Due</i> <i>Counseling Skills Self Assessment due</i>

** Deviations in schedule may occur in response to unique circumstances and to support student learning.

**Case Conceptualization Rubric: 20 points total
EDCD 603 PBA**

Instructor: _____

Student Name: _____

CATEGORY /POINTS	Exceeds Standards (4 points)	Meets Standards (3 points)	Approaching Standards (2 points)	Below Standards (1 points)
Identification of Theoretically relevant information	Student provides a thorough list of information from case study that is relevant from the chosen theoretical perspective	Student provides an adequate list of information from case study that is relevant from the chosen theoretical perspective	Student's list of information from case study is limited, or is only tangentially relevant from the chosen theoretical perspective	Student does not provide an adequate list of information, or information is largely irrelevant from the chosen theoretical perspective
Detailed Conceptualization of Client's Presenting Concern	Conceptualization of Client's presenting problem is complete and clearly connected to tenets of the chosen theoretical perspective	Conceptualization of Client's presenting problem is appropriate and is adequately connected to tenets of the chosen theoretical perspective	Conceptualization of Client's presenting problem is missing important elements, and/or is not clearly connected to tenets of the chosen theoretical perspective	Conceptualization of Client's presenting problem is inadequate, and/or is not connected to tenets of the chosen theoretical perspective
Goals of Counseling Process	Student clearly identifies goals for the counseling process that are specific, clearly related to client's presenting problem, and congruent with chosen theoretical perspective.	Student identifies goals for the counseling process that are specific, related to client's presenting problem, and largely congruent with chosen theoretical perspective	Students identify goals for the counseling process, but goals are not specific, are not specifically related to client's presenting problem, and/or tangentially congruent with chosen theoretical perspective	Students do not identify goals for the counseling process, or identified goals are not related to client's presenting problem and/or are incongruent with chosen theoretical perspective

<p>Specific counseling strategies</p>	<p>Student clearly identifies strategies for the counseling process that are specific, clearly related to client's presenting problem, and congruent with chosen theoretical perspective.</p>	<p>Student identifies strategies for the counseling process that are specific, related to client's presenting problem, and largely congruent with chosen theoretical perspective</p>	<p>Students identify strategies for the counseling process, but strategies are not specific, are minimally related to client's presenting problem, and/or tangentially congruent with chosen theoretical perspective</p>	<p>Students do not identify strategies for the counseling process, or strategies are not related to client's presenting problem and/or are incongruent with chosen theoretical perspective</p>
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