

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
GRADUATE SCHOOL OF EDUCATION  
Counseling and Development**

EDCD 797 002: Creative Counseling Techniques  
1 Credits, Spring 2014  
Saturday, April 5, 2014 & April 19, 2014 Robinson A 105

**PROFESSOR(S):**

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**COURSE DESCRIPTION:**

**A. Prerequisites/Corequisites**

Completion of CNDV program course work except for electives (total credits cannot exceed 3 credits) and internship; permission of advisor; overall GPA of 3.00; no grade lower than B in skills courses EDCD 603, 606, 608, 609; no more than two grades of C in any other graduate course work required by CNDV program.

**B. University Catalog 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.

**C. Expanded Course Description**

*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.

**LEARNER OUTCOMES or OBJECTIVES:**

This course is designed to enable students to:

- expand their knowledge of counseling theory
- integrate theory and creative techniques into counseling sessions
- gain an understanding of the tenets of Impact Therapy
- use creative techniques such as movement, metaphor and the use of visuals to enhance the effectiveness of counseling services.

### **PROFESSIONAL STANDARDS (VDOE;VDHP;CACREP;ACA):**

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 TEXTS:**

Jacobs, E.E. &, Shimmel, C. (2013). Impact therapy. The courage to counsel. Star City, WV: Impact Therapy Associates.

### **COURSE ASSIGNMENTS AND EXAMINATIONS:**

#### **Course Requirements:**

#### **Active Participation & Blackboard Discussions (25 points)**

##### **Attendance**

Students are expected to attend and participate in all scheduled class sessions and stay for the entire class session.

##### **Discussion of Readings**

Discussion of readings from the text will take place during each class meeting and in the blackboard discussion forum. Students are expected to participate in the on-line discussion in the week between class meetings and 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; access Blackboard for class updates and to participate in online discussions; use Youtube; and conduct a library search online. Students are **required** to check their GMU email, and Blackboard frequently.

## **In-Class Practice Sessions [35 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 25-30 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 Sessions, Analysis & Reflection [40 points]** \*Performance Based Assessment\*

Students will conduct a counseling session (25-30 minutes) outside of class using the integration of theory and a creative technique (e.g. chair, small chair prop, movement, writing/ drawing etc). Students will write a two (2) page overview, analysis, and reflection of one of the sessions. The analysis will chronicle the theory and technique used in the session, as well as the 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
In-Class Practice Sessions	35
Practice Counseling Sessions	40
<b>Total</b>	<b>100</b>

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

## **TASKSTREAM REQUIREMENTS**

Every student registered for any EDCD course with a required performance-based assessment is required to submit this assessment, Practice Counseling Session Analysis and Reflection 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/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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 DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **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 <http://gse.gmu.edu/>.**

**PROPOSED CLASS SCHEDULE:**

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
<p><b>Saturday, April 5, 2014</b></p>	<p><b>Syllabus</b></p> <ul style="list-style-type: none"> <li>• <b>Introductions</b></li> <li>• <b>Book</b></li> <li>• <b>Impact Therapy</b></li> <li>• <b>Review of REBT &amp; TA</b></li> <li>• <b>Props in Counseling</b></li> </ul> <p><b>In class practice session 1</b> <b>Focus: Impact Therapy, depth chart and RCFF</b></p>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Read Jacobs 1 – 9</b></li> <li>• <b>Post your reaction to the reading to the BB discussion (post due by Sat. 4/12)</b></li> </ul>
<p><b>Saturday, April 19, 2014</b></p>	<ul style="list-style-type: none"> <li>• <b>Movement in Counseling</b></li> <li>• <b>Chairs in Counseling</b></li> <li>• <b>Writing and Drawing in Counseling</b></li> <li>• <b>Putting it all together</b></li> </ul> <p><b>In class practice session 2</b></p> <p><b>Focus: Use of a creative technique e.g. chair, prop, movement, writing/drawing etc.</b></p>	<p><b>Due: Outside Practice Session Analysis and Reflection</b></p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Read Jacobs 9 – 14</b></li> <li>• <b>BB discussion posting: Reaction to class (post due by Sat. 4/26)</b></li> </ul>

**ASSESSMENT RUBRIC(S):**

<b>Criteria</b>	<b>Exceeds (10)</b>	<b>Adequate (8)</b>	<b>Emerging (5)</b>	<b>Not Present (0)</b>
<b>Adheres to requirements of the assignment 10 Points</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstration of the use of theory</li> <li><input type="checkbox"/> Use of creative techniques</li> <li><input type="checkbox"/> Overview of the strengths and weaknesses of the session</li> <li><input type="checkbox"/> Multicultural implications</li> </ul>	Failure to adhere to one of the previously described requirements	Failure to adhere to two or more of the previously described requirements	Failure to adhere to any of the previously described requirements
<b>Writing 10 points</b>	<p>Writing reflects the following guidelines:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Minimal spelling and grammatical errors</li> <li><input type="checkbox"/> Clarity of expression</li> </ul> <p>Paper organization includes introduction conclusion, and proper use of paragraphs</p>	<p>Writing reflects the following guidelines:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A few spelling and grammatical errors</li> <li><input type="checkbox"/> Paper lacks some clarity of expression</li> <li><input type="checkbox"/> Paper has some organizational errors</li> </ul>	<p>Writing fails to follow following previous guidelines:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Many spelling and/or grammatical errors</li> <li><input type="checkbox"/> Lacks clarity</li> <li><input type="checkbox"/> Is not organized</li> </ul>	Writing fails to meet any of the previous described guidelines
<b>Personal Reflection and analysis 10 Points</b>	Paper includes (a) personal reflection and (b)critical analysis of the (1)theory,(2) skills, and (3)techniques used in session	Failure to adhere to one of the previously described requirements	Failure to adhere to two or more of the previously described requirements	Failure to adhere to any of the previously described requirements
<b>Exploration 6 Points</b>	Paper addresses the (1)multicultural and (2)interpersonal dynamics of the session and (3)provides reflection and analysis of the efficacy of the chosen theoretical approach with the client	One aspect of interpersonal exploration is not clearly and concisely presented	Two aspects of interpersonal exploration are not clearly presented	Failure to adhere to any of the previously described requirements
<b>Total</b>	<b>Total points possible: 40</b>			