



College of Education and Human Development

Counseling & Development
 4400 University Drive, MS 1H1, Fairfax, Virginia 22030
 Phone: 703-993-2087; Fax: 703-993-5577
<http://gse.gmu.edu/counseling/>

EDCD 603.001: Counseling Theories and Practice (3:3:0)

Fall 2015

Tuesday, 4:30 pm - 7:10 pm

Thompson Hall 2022

Instructor: Lynette Henry, PhD
Office Hours: By Appointment
Office Address: Krug Hall 201B
Email: lhenry9@gmu.edu

COURSE DESCRIPTION:

- A. **Prerequisite:** Admission to the Counseling and Development program, and EDCD 602 taken previously or concurrently; or permission of the department.
- B. **University Catalog Description:** Covers major theoretical approaches to counseling from a multicultural perspective and provides supervised introduction to basic skills.
- C. **Expanded Course Description:** 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. 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.
- D. **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.

LEARNER OUTCOMES:

This course is designed to enable students 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.

PROFESSIONAL STANDARDS:

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.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 AND READINGS:

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

Professional readings/articles will be assigned and distributed via Blackboard throughout semester.

Reading (E-Reserves): (password –practice)

Eells, T. (2006). History and current status of psychotherapy case formulation. In T.

D. Eells (Ed.), *Handbook of Psychotherapy Case Formulation* ((2nd ed., pp. 3-32). New York, NY: Guilford Press. <http://magik.gmu.edu/cgi-bin/Pwebrecon.cgi?BBID=2031405> (E-Book available through Mason library website)

Ridley, C. & Kelly, S. (2006). Multicultural Considerations in Case Formulation. In T. D. Eells (Ed.), *Handbook of Psychotherapy Case Formulation* ((2nd ed., pp. 33-64). New York, NY: Guilford Press. <http://magik.gmu.edu/cgi-bin/Pwebrecon.cgi?BBID=2031405>

(E-Book available through Mason library website)

Hulse, D., & Jennings, M. L. (1984). Toward comprehensive case conceptualizations in counseling: A visual integrative technique. *Professional Psychology: Research and Practice*, 15(2), 251.

Murdock, N. L. (1991). Case conceptualization: Applying theory to individuals. *Counselor education and supervision*, 30(4), 355-365.

COURSE ASSIGNMENTS:

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 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.

Attendance, Participation & Technology (25 points)

Active participation and high levels of performance in all class and lab activities are expected. Students are expected to attend all classes and come to class prepared having completed all reading and written assignments. *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 onto Blackboard regularly and be able to use the Blackboard resources.

In-Class Skill Work (60 points)

Skill work activities include, but are not limited to: demonstration of counseling skills through demonstration, role-play, and recorded exercises, as well as the critique of another student's counseling tapes.

Group Presentation (65 points)

The group presentation will provide the class with an overview of the assigned theory. Theory presentation topics are determined by the instructor and assigned to each group. The presentation should include a mixture of lecture, PowerPoint/Prezi, interactive opportunities, and a handout summarizing key concepts. Your group will also lead the class in either a discussion of a journal article related to your topic OR a case analysis with this specific theory. Specific guidelines for the presentation and the handout will be provided on blackboard. The presentation should be no longer than 40 minutes including Q/A.

Take Home Case Conceptualizations (125 points)

Two take-home case conceptualization assignments will be posted on blackboard. Each is worth 55 and 70 points.

Two Video-recorded Counseling Sessions (125 points)

Two video-recorded counseling sessions with a volunteer client are to be completed. Guidelines

and an assessment rubric concerning this assignment can be found on Blackboard. Students must provide their own video equipment.

Recording 1 (55 points)

Students will conduct a recorded counseling session using another student from class. At the start of the session, the student counselor should provide the limits of confidentiality and conduct a 10 minute “intake interview”. Student counselors will review the DVD, evaluate themselves (prior to class), and ask another student to listen and critique their DVD (in class). Also, please select any 5 minute portion of this session to write a verbatim transcript of this part of the session AND label evidence of at least **25 incidents** of counseling skills. **This session will be graded primarily on the identification of skills on the transcript.**

Recording 2 (70 points)

Students will use the **same client** from Recording #1 for this assignment. This session can be a continuation of the same discussion points from Recording #1, therefore you do not need to review confidentiality. You will conduct a 20 minute counseling session, utilizing a range of counseling skills you learned in the course. The student counselor will critique Recording #2 and will write a 2 page (double spaced) assessment of their counseling skills.

Summary of recorded counseling assignments:

Recording 1: 10 minute session with classmate, critiqued by self (can be done prior to class) and classmate member (complete in class). The labeled DVD, the Self-Assessment worksheet including transcription and identification of 25 incidents of counseling skills are turned into the instructor at the end of class in a large envelope. This is to be a first session. [55%]

Recording 2: 20 minute second session with the **same** classmate as the first recording, critiqued by you. This is to be a continuation of counseling (perhaps a 3rd or 4th session). The labeled DVD and the Self-Assessment worksheet and two-page essay (last essay question) are turned into the instructor at the end of class in a large envelope. [70%]

Grading:

Attendance, Participation & Technology	25 points
In-Class Skill Work	60 points
Group Presentation (group grade)	65 points
Take Home Case Conceptualization 1	55 points
*Take Home Case Conceptualization 2	70 points
Recording 1	55 points
<u>Recording 2</u>	<u>70 points</u>
Total	400 points

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

<u>Grading System</u>	A	380-400	points
	A-	360-379	points
	B+	345-359	points
	B	328-344	points
	B-	316-327	points
	C	315 points and below	

***PERFORMANCE-BASED ASSESSMENT**

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment, **Take Home Case Study #2**, to Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester. ***What should I do if I'm having problems with Bb?***

Please contact technical support for assistance with Bb: courses@gmu.edu.

COURSE EXPECTATIONS

APA Format: Students in Counseling & Development courses are expected to use APA style (6th ed.) for written papers.

Electronic Devices

Turn off and put away all electronic communication devices during class. Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant deduction in your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

Attendance

In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. **Two or more un-excused absences will result in loss of course credit.** Attendance on the first day of class is required. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

Course Requirements

Each student is expected to: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, (4) participate in discussions and in-class work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

Plagiarism

Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: “Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may not be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism.”

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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/>].
- 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/>.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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/>].
- 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/>].

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/>.

EDCD 626 002: PROPOSED COURSE AGENDA

The syllabus is subject to change at the discretion of the instructor

Week	Date	Topic (s)	Readings Due	Assignment(s) Due
1	September 1	Introductions and Course overview Neuroscience	Ch 1, 2	
2	September 8	Microskills & Intentional Interviewing	Ch 3, 4	
3	September 15	Psychodynamic Theories- Freud	Ch 5	Eells (2006)
4	September 22	Adlerian Theory	Ch 6	Ridley, C. & Kelly, S. (2006)
5	September 29	Cognitive-Behavioral Theories	Ch 7	Hulse, D. & Jennings, M. (1984)
6	October 6 ACES (Oct 7-11)	Rational Emotive Behavior Therapy (Bring DVD and player/headphones, and blank Peer Eval. Form Self Evaluation and Transcript (bb) Peer Evaluation due to instructor at the end of class)	Ch 8	In-class Case Analysis 1 Review of Recording 1 Murdock, N. (1991)
7	October 13 VSCA (Oct 14-16)	NO CLASS- Prepare for Group Presentations		Columbus Day 10/12/15; GMU Monday classes are held today; Tuesday classes are cancelled.
8	October 20	Existential Theory	Ch 9	Case Conceptualization 1 (bb)
9	October 27	Logotherapy & Gestalt Counseling Theory	Ch 10	
10	November 3	Developmental Counseling Theory	Ch 14	Group Presentations
11	November 10	Solution Focused Theory	Ch 13	Group Presentations In-class Case Analysis 2
12	November 17	Family Systems Theory Feminist Counseling Theory	Ch 15 Ch 11	Group Presentations
	November 24	Thanksgiving		
13	December 1	Multicultural Counseling Theory	Ch 3, 12	Group Presentations Case Conceptualization 2 and Essay (bb)
14	December 8	Integrating Theories and Evaluation (Provide name on DVD and on all paperwork in a large envelope labeled with your name. Include a self-addressed, stamped envelope if you want the DVD returned to you, otherwise, it will be destroyed.	Ch 16	Recording 2 and Analysis Course agenda is subject to change at the discretion of the instructor **Rubrics can be found on BlackBoard (bb)

EDCD 603 Case Conceptualization 2- Rubric (Case Study 2): 70 points total

CATEGORY /POINTS	Exceeds Standards (14 points)	Meets Standards (12-10 points)	Approaching Standards (8-6 points)	Below Standards (4-0 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	Student identifies 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	Student does 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
Specific counseling strategies	Student clearly identifies strategies for the counseling process that are specific, clearly related to client's presenting problem, and congruent with chosen theoretical perspective.	Student identifies strategies for the counseling process that are specific, related to client's presenting problem, and largely congruent with chosen theoretical perspective	Student identifies 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	Student does 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
Overall Conceptualization	All elements of case conceptualization clearly fit to create a unified understanding to guide counseling process. Sophisticated conceptualization that identifies subtle issues.	Provides a useful description of key issues for developing treatment plan. Conceptualization enables reader to have a clear sense of client and core issues; and largely congruent with chosen theoretical perspective	Minor inconsistencies, which are not clearly explained and/or resolved.	Significant problems with conceptualization, such as irreconcilable discrepancies or missing key issues.