

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

EDCD 797 (003) - Creative Counseling  
1 Credit, Fall 2016  
Saturday, November 5<sup>th</sup> and 12<sup>th</sup> 9:00 – 5:00 pm  
Aquia Building Room 219

**Faculty**

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**Prerequisites/Corequisites**

Admission to CNDV program, EDCE 603.

**University Catalog Course Description**

NA

**Course Overview**

*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 Delivery Method**

This course is taught through a combination of lecture, class discussion, small group discussion, assigned readings, experiential exercises, multi-media presentations, dyadic practice, and guest lecture to advance and evaluate students' knowledge and skills.

**Learner Outcomes or Objectives**

This course is designed to enable students to:

1. expand their knowledge of counseling theory
2. integrate counseling theory and creative techniques into counseling sessions
3. gain an understanding of the tenants of Impact Therapy
4. 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 Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **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 RCFE (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.*]

- **Other Requirements**

None

- **Course Performance Evaluation Weighting**

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Assignment	Points
Active Participation & Technology Competence	25
In-Class Practice Sessions	35
Practice Counseling Sessions	40
<b>Total</b>	<b>100</b>

- **Grading Policies**

A = 95-100   A- = 90-94   B+ = 87-89   B = 83-86   B- = 80-82   C = 70-79   F = < 70

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

**Professional Dispositions**

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

**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: <http://cehd.gmu.edu/values/>.

**GMU Policies and Resources for Students**

*Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see

<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

### Class Schedule

DATE	TOPIC	ASSIGNMENT
<b>Saturday, November 5, 2016</b>	Syllabus Review <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> In class practice session 1 Focus: Impact Therapy, depth chart and RCFF	<b>Assignment for the week:</b> <ul style="list-style-type: none"> <li>• Read Jacobs 1 – 9</li> <li>• Post your reaction to the reading to the BB discussion (post due by Friday, 11/11)</li> </ul>
<b>Saturday, November 12, 2015</b>	<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> In class practice session 2  Focus: Use of a creative technique e.g. chair, prop, movement, writing/drawing etc.	<b>Due for class today:</b> Outside Practice Session Analysis and Reflection  <b>Assignment for the week:</b> <ul style="list-style-type: none"> <li>• Read Jacobs 9 – 14</li> <li>• BB discussion posting: Reaction to class (post due by Sat. 11/19)</li> </ul>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## Assessment Rubric(s)

Criteria	Exceeds (10)	Adequate (8)	Emerging (5)	Not Present (0)
<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 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>			