Faculty
Name: Tori Stone, PhD
Office hours: By Appointment
Office location: Krug Hall Suite 202
Office phone: 703.309.6224
Email address: vstone@gmu.edu; stonetx@outlook.com

Prerequisites/Corequisites
Admission to CNDV program, EDCD 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**

**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 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.

- **Other Requirements**
  None

- **Course Performance Evaluation Weighting**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Participation &amp; Technology Competence</td>
<td>25</td>
</tr>
<tr>
<td>In-Class Practice Sessions</td>
<td>35</td>
</tr>
<tr>
<td>Practice Counseling Sessions</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

- **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](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/](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/](http://oai.gmu.edu/the-mason-honor-code/)).
- Students must follow the university policy for Responsible Use of Computing (see
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 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

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNEMENT</th>
</tr>
</thead>
</table>
| **Saturday, November 5, 2016** | Syllabus Review  
  - Introductions  
  - Book  
  - Impact Therapy  
  - Review of REBT & TA  
  - Props in Counseling | Assignment for the week:  
  - Read Jacobs 1 – 9  
  - Post your reaction to the reading to the BB discussion (post due by Friday, 11/11) |
|                             | In class practice session 1  
  Focus: Impact Therapy, depth chart and RCFF | **Saturday, November 12, 2015** | Movement in Counseling  
  - Chairs in Counseling  
  - Writing and Drawing in Counseling  
  - Putting it all together | **Due for class today:** Outside Practice Session Analysis and Reflection | Assignment for the week:  
  - Read Jacobs 9 – 14  
  - BB discussion posting: Reaction to class (post due by Sat. 11/19) |
|                             | In class practice session 2  
  Focus: Use of a creative technique  
  e.g. chair, prop, movement, writing/drawing etc. | Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.
# Assessment Rubric(s)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds (10)</th>
<th>Adequate (8)</th>
<th>Emerging (5)</th>
<th>Not Present (0)</th>
</tr>
</thead>
</table>
| Adheres to requirements of the assignment | ❑ Demonstration of the use of theory  
❑ Use of creative techniques  
❑ Overview of the strengths and weaknesses of the session  
❑ Multicultural implications | 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 |
| Writing 10 points | Writing reflects the following guidelines:  
❑ Minimal spelling and grammatical errors  
❑ Clarity of expression  
Paper organization includes introduction, conclusion, and proper use of paragraphs | Writing reflects the following guidelines:  
❑ A few spelling and grammatical errors  
❑ Paper lacks some clarity of expression  
❑ Paper has some organizational errors | Writing fails to following previous guidelines:  
❑ Many spelling and/or grammatical errors  
❑ Lacks clarity  
❑ Is not organized | Writing fails to meet any of the previous described guidelines |
| Personal Reflection and analysis 10 Points | 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 |
| Exploration 6 Points | 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 |

Total points possible: 40