

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

EDCD 797.002 – Creative Counseling
1 Credit, Fall 2019

Saturday, September 21st & Saturday, September 28th 10:00 AM – 4:30 PM
Thompson Hall Room 1018 - Fairfax

Faculty

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Prerequisites/Corequisites

Admission to the CNDV program, EDCE 603

University Catalog Course Description

Advanced topics in education

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 do the following:

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 (CACREP)

EDCD 797 is a special topics course and meets the requirement that all master's students take 2-3 credits of special topics course work. This 1-credit course will contribute to counseling students' knowledge of a particular population of clients.

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. &, Schimmel, 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**

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 will be used as clients for the purpose of this session.*]

- **Other Requirements**

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. Due to the short nature of this class, **any unexcused absences will result in loss of course credit.** Attendance is required for all classes. 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) arrive on time and stay for the entire class period, (3) participate in discussions and in-class exercises (4) submit assignments by the end of day on the Sunday one week after the class.

- **Grading**

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

A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Given the workshop nature of the course, students are expected to maintain confidentiality about material shared by one another.

Class Schedule

Class	Date	Topic(s)	Assignments
1	Saturday, September 21	Syllabus Review <ul style="list-style-type: none"> • Impact Therapy • Review of REBT & TA • Props in Counseling In class practice session 1 Focus: Impact Therapy, depth chart and RCFE	Show up and be willing to try something new Read Jacobs 1-7 (by next class)

2	Saturday, September 28	<p>Movement in Counseling</p> <ul style="list-style-type: none"> • Chairs in Counseling • Writing and Drawing in Counseling • Putting it all together <p>In class practice session 2 Focus: Use of a creative technique e.g. chair, prop, movement, writing/drawing etc.</p>	<p>Read Jacobs 8-14</p> <p>Outside Practice Counseling Session, Analysis & Reflection due by Sunday, 10/6/19 – upload to Bb</p>
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Counseling and Development Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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