

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

EDCD 603.001 – Counseling Theories and Practice
3 Credits, Fall 2019
Mondays, 4:30 - 7:10 PM – Robinson Hall B Room 120 – Fairfax

Faculty

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Prerequisites/Corequisites

Admission to CNDV program; EDCE 602 or concurrent

University Catalog Course Description

Covers major theoretical approaches to counseling from a multicultural perspective and provides supervised introduction to basic skills.

Course Overview

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. EDCE 603 is a prerequisite to EDCE 606 or EDCE 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. EDCE 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.

Course Delivery Method

This course will be delivered using a combination of lecture, class discussions, small group discussions, Blackboard discussion, group presentations, assigned readings, experiential exercises, multi-media presentations, counseling skills demonstration and practice to advance and evaluate students' knowledge and skills.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Understand theories and models of counseling
2. Demonstrate a systems approach to conceptualizing clients
3. Identify ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
4. Understand the development of measurable outcomes for clients
5. Apply evidence-based counseling strategies and techniques for prevention and intervention

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP)

Upon completion of this course, students will have met the following professional standards:

CACREP Standard	Course Content (Reading, Assignment, and/or Lecture/Discussion); KPI measured (if applicable)
2.F.5.a. theories and models of counseling	Reading(s): All readings; Assignment(s): Recording 1 & 2; Lecture/Discussion: Theories, Conceptualization, Interventions, Cultural Competency
2.F.5.b. a systems approach to conceptualizing clients	Reading(s): All readings; Assignment(s): Recording 1 & 2 ; Lecture/Discussion: Theories, Conceptualization, Interventions, Cultural Competency
2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Reading(s): All readings; Assignment(s): Recording 1 & 2; Lecture/Discussion: Theories, Conceptualization, Interventions, Cultural Competency
2.F.5.i. development of measurable outcomes for clients	Reading(s): All readings; Assignment(s): Recording 1 & 2 ; Lecture/Discussion: Theories, Conceptualization, Interventions, Cultural Competency
2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention	Reading(s): All readings; Assignment(s): Recording 1 & 2 ; Lecture/Discussion: Theories, Conceptualization, Interventions, Cultural Competency

Required Texts

Sommers- Flanagan, J., & Sommers-Flanagan, R. (2018). *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques* (3rd ed.). Hoboken, NJ: John Wiley & Sons.

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/or Examinations

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, 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 (5 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 (10 points)

Skill work activities include, but are not limited to: demonstration of counseling skills through demonstration, role-play, and case studies, as well as the critique of another student's counseling tapes. Students will also be expected to participate in activities in class that help them to better understand themselves, their clients, and major counseling theories (e.g., lifeline, genogram, lifestyle assessment, etc.).

Group Presentation (25 points)

The group presentation of one theory will focus on providing the class with an overview of the assigned theory. **Groups may choose one of the following theories for their presentation: Multicultural Counseling, Feminist Counseling, Positive Psychology/Wellness Counseling, Narrative Counseling, Jungian, Family Counseling (other topics may be considered, but must be approved by instructor).** Each group will notify the instructor of the topic they wish to present for approval. The presentation should include lecture, Power Point/Prezi, interactive content, experiential activity, and a handout summarizing key concepts. Each group will lead the class in an experiential activity using the assigned theory (e.g., case analysis, role demonstration and analysis, demonstration and analysis of a specific therapeutic technique, etc.). Be creative (check in with professor to approve alternative activities). Specific guidelines for the presentation and handout as well as a rubric will be provided on Blackboard. *The presentation should be no longer than 30 minutes (including time for Q&A).*

Take Home Case Conceptualizations (20 points total)

Two take-home case conceptualization assignments will be posted on blackboard. Each case conceptualization is worth 10 points and will be submitted electronically (Bb). Students should review the case and respond to the questions in a thoughtful, substantive manner, giving consideration to the culture and personal experience of the client. Counseling theory and appropriate techniques associated with the chosen theoretical approach should be discussed. The second case conceptualization will also be submitted through TK20.

Two video-recorded Counseling Sessions (40 points total)

Two video-recorded counseling sessions with a classmate are to be completed and submitted to the instructor on a flash drive labeled with the student's name. Guidelines, forms, and assessment rubric concerning this assignment can be found on Blackboard. Students must provide their own video equipment.

Recording 1 (20 points)

Students will conduct a recorded counseling session using another student from class. The student counselor should provide the limits of confidentiality at the start of the session and then conduct a fifteen (15) minute first session. Student counselors will review the recording, complete a self-evaluation form (prior to class), and the student partner will complete a peer evaluation form reviewing the session. Please select any ten (10) 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 the use of counseling skills. This session will be graded primarily on the identification of skills and transcription. The student counselor will critique recording one and will write a two-page (double-spaced) overview and assessment of their counseling skills. The counseling skills overview and assessment will include: a personal reflection on the session, basic skill and relationship development, and areas for growth and improvement.

Recording 2 (20 points)

Students will use the same student 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 learned throughout the course. Please select a ten (10) minute portion of the session to write a verbatim transcript of it and label evidence of at least **25 incidents** of the

use of counseling skills. The student counselor will critique recording two and will write a two-page (double spaced) overview and assessment of their counseling skills. The counseling skills overview and assessment will include: areas of skill development and student growth throughout semester, areas for future growth and improvement, as well as theoretical areas of interest.

Summary of recorded counseling assignments:

Recording 1: The following items will be submitted to the instructor in an envelope labeled with the student's name: a flash drive containing the recorded counseling session; complete peer and self-evaluation forms (Bb); a ten-minute verbatim transcript of the session in the appropriate format, labeled with 25 incidents of counseling skills; two-page assessment of counseling skills a copy of the guidelines and rubric for recording one (Bb).

Recording 2: The following items will be submitted to the instructor in an envelope labeled with the student's name: a flash drive containing the recorded counseling session; complete self-evaluation form (Bb); a ten-minute verbatim transcript of the session in the appropriate format, labeled with 25 incidents of counseling skills; a copy of the guidelines and rubric for recording two (Bb); two-page assessment of counseling skills.

Other Requirements

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 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 reduction 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 unexcused 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 and/or to the instructor as a hard copy 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.”

Grading:

GRADED ASSIGNMENTS: Grades will be posted to Blackboard	
Attendance, Participation & Technology	5 points
In-Class Skill Work	10 points
Group Presentation (group grade)	25 points
Case Conceptualization 1	10 points
Case Conceptualization 2	10 points
Recording 1	20 points
Recording 2	20 points
Total Points - 100	

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>

Class Schedule

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

Week	Readings	Topics	Assignment(s) Due	CACREP Standards
1: Aug 26	Ch. 1	Introductions and Course Overview <i>Lifeline, RCFFC, Stages of Change Counseling Skills Practice</i>	Lifeline due @ end of class	1,2,3,4,5
2: Sep 2		Labor Day No Class		
3: Sep 9	Ch. 13	Multicultural Counseling, Micro skills		1,2,3,4,5
4: Sep 16	Ch. 2	Psychodynamic Theories (Freud) <i>Counseling Skills Practice</i>		
5: Sep 23	Ch. 3	Psychodynamic Theories (Adler) <i>Counseling Skills Practice</i>	DUE: Recording #1 & all supporting docs	1,2,3,4,5
6: Sep 30	Ch. 8	Cognitive Behavioral Theories Rational Emotive Behavior Therapy <i>Case Study Practice</i>		1,2,3,4,5
7: Oct 7	Ch. 9	Cognitive Behavioral Theories Reality Therapy <i>Counseling Skills Practice</i>	DUE: Case Conceptualization #1 Upload to Bb	1,2,3,4,5
8: Oct 14		Fall Break No Class		
9: Oct 21	Ch. 5	Person Centered Approach <i>Counseling Skills Practice</i>		1,2,3,4,5
10: Oct 28	Ch. 4	Existential Humanistic Approach <i>Counseling Skills Practice</i>		1,2,3,4,5
11: Nov 4	Ch. 6	Group Presentations	DUE: Group Presentations	
12: Nov 11	Ch. 10	Group Presentations	DUE: Group Presentations	
13: Nov 18	Ch. 12	Family Systems Theory <i>Counseling Skills Practice</i>	DUE: Recording # 2 & all supporting docs	1,2,3,4,5
14: Nov 25	Ch. 11	Motivational Interviewing <i>Counseling Skills Practice</i> Solution Focused Counseling	DUE: Case Conceptualization II electronic submission to <u>TK20</u>	1,2,3,4,5
15: Dec 2	Ch. 14	Integrating Theories: Putting it all together Final Class Meeting		1,2,3,4,5

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 <http://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/>.

Assessment Rubric(s)

Recording 1: EDCD 603: Counseling Theories & Practice Counseling Skills Tape - Rubric (Include in envelope)

Criteria	Exceeds 4	Adequate 3	Emerging 2	Not Present 1
Requirements (2)	<ul style="list-style-type: none"> <input type="checkbox"/> Envelope is labeled Confidentiality is discussed appropriately <input type="checkbox"/> 2 page overview and assessment of skills 	Failure to adhere to one of the previously described requirements	Failure to adhere to more than one of the previously described requirements	Failure to adhere to any of the previously described requirements
Transcription (3)	<p>Tape is transcribed accurately</p> <ul style="list-style-type: none"> <input type="checkbox"/> Format is correct <input type="checkbox"/> Skills are labeled <input type="checkbox"/> Examples of skills are highlighted with marker 	Failure to adhere to one of the previously described requirements	Failure to adhere to two of the previously described requirements	Failure to adhere to any of the previously described requirements
Demonstration of Counseling Skills (10)	<ul style="list-style-type: none"> <input type="checkbox"/> 25 skills are <i>accurately</i> labeled <input type="checkbox"/> Minimum of 7 basic skills identified <input type="checkbox"/> Skills are used <i>appropriately</i> <input type="checkbox"/> Skills used are culturally appropriate 	Failure to adhere to one of the previously described requirements	Failure to adhere to two or three of the previously described requirements	Failure to adhere to any of the previously described requirements
Counseling Session is Structured (5)	<ul style="list-style-type: none"> <input type="checkbox"/> Session is appropriately structured (Opening, focus, closing) <input type="checkbox"/> Session helped the client tell the story 	Failure to adhere to one of the previously described requirements	Failure to adhere to either of the previously described requirements	Failure to adhere to any of the previously described requirements

Recording 2: EDCD 603: Counseling Theories & Practice
Counseling Skills Tape - Rubric (Include in envelope)

Criteria	Exceeds 5	Adequate 4	Emerging 2	Not Present 1
Demonstration of Counseling Skills (5)	<ul style="list-style-type: none"> <input type="checkbox"/> Minimum of 7 skills identified <input type="checkbox"/> Skills are used appropriately <input type="checkbox"/> Skills used are culturally appropriate <input type="checkbox"/> Evidence of the integration of counseling theory 	Failure to adhere to one of the previously described requirements	Failure to adhere to two or three of the previously described requirements	Failure to adhere to any of the previously described requirements
Session Structure (5)	<ul style="list-style-type: none"> <input type="checkbox"/> Session is appropriately structured (Opening, focus, closing) <input type="checkbox"/> Questions move client to a deeper understanding of the issue <input type="checkbox"/> Session helped the client tell the story 	Failure to adhere to one of the previously described requirements	Failure to adhere to either of the previously described requirements	Failure to adhere to any of the previously described requirements
Analysis and reflection (10)	<p>Topics addressed in overview /assessment of skills paper:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Areas of skill development & growth <input type="checkbox"/> Cross-cultural considerations <input type="checkbox"/> Goals for growth <input type="checkbox"/> Theoretical interest <input type="checkbox"/> 2 page length 	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

Points earned: /20

Comments: