George Mason University
College of Education and Human Development
Counseling Program

EDCD 603.C02 – Counseling Theories and Practice
For School Psychology Program Students Only
3 Credits, Summer 2020
Tuesdays, Thursdays, & Fridays 6:00 - 9:00 PM – Synchronous – Online

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Office Location: Krug Hall Suite 202
                     (Counseling Office – Closed for Summer due to Covid-19)
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Prerequisites/Corequisites
Admission to CNDV program; EDCD 602 or concurrent (for Counseling program students only)

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. 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. 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.

Course Delivery Method
This course will be delivered online (76% or more) using a synchronous and asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on July 6th, 2020 at 6:00 pm.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on July 6th 2020, and finish on August 4th 2020.
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

CACREP Standards/Learner Outcomes or Objectives
Upon completion of this course, students will have met the following professional standards:
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

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.

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 (10 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 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.).

Case Conceptualizations (40 points total)
Students will complete four case conceptualizations. Each case conceptualization is worth 10 points and will be submitted electronically (via Bb). For each case conceptualization; you will complete a one-page form (located on Bb) conceptualizing a client, how a particular theory fits or doesn't fit, how you would incorporate said theory in the session, and what counseling skills you would anticipate using.

Recording 1 (20 points)
Students will conduct and record a **virtual 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, 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. Guidelines, forms, and assessment rubric concerning this assignment can be found on Blackboard.

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. You will conduct and record a twenty (20) minute, **virtual counseling session** utilizing a range of counseling skills learned throughout the course. This recording should reflect your theoretical orientation of choice and termination of a session. 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. Guidelines, forms, and assessment rubric concerning this assignment can be found on Blackboard.

Summary of recorded counseling assignments:
Recording 1: You may email or upload the video of your virtual counseling session to YouTube or google drive. The peer and self-evaluation forms, ten-minute verbatim transcript of the session (labeled with 25 incidents of counseling skills), and two-page assessment of counseling skills should be uploaded to Blackboard.

Recording 2: You may email or upload the video of your virtual counseling session to YouTube or google drive. The self-evaluation form, ten-minute verbatim transcript of the session (labeled with 25 incidents of counseling skills), and two-page assessment of counseling skills should be uploaded to Blackboard. Please note there is no peer evaluation form for Recording #2.

Other Requirements
APA Format: Students in Counseling & Development courses are expected to use APA style (6th Ed.) for all written assignments.

Electronic Devices: **Put all electronic communication devices on silent during class time.** Cell phones and other communicative devices should not be a distraction during class sessions. 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.

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 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	10 points
In-Class Skill Work	10 points
Case Conceptualizations	40 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/polices-procedures/

Students must adhere to program professional dispositions:
https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf

Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

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

Week	Format	Readings	Topics	Assignment(s) Due
1: July 7th	Synchronous	Chapter 1	Introductions, Course Overview Stages of Change	
1: July 9th	Asynchronous	Chapter 2	Psychoanalytic Therapy	
1: July 10th	Asynchronous	Chapter 3	Adlerian Therapy	Case Conceptualization #1
2: July 14th	Synchronous	Chapter 13	Multicultural Counseling, Micro Skills *Counseling Skills Practice*	
2: July 16th	Asynchronous	Chapter 4	Existential Therapy	
2: July 17th	Asynchronous	Chapter 5	Person Centered Therapy, Motivational Interviewing	Recording #1 and all supporting docs, Case Conceptualization #2
3: July 21st	Synchronous		Micro Skills *Counseling Skills Practice*	
3: July 23rd	Asynchronous	Chapter 8	Cognitive Behavioral Therapy	
3: July 24th	Asynchronous	Chapter 9	Reality Therapy	Case Conceptualization #3
4: July 28th	Synchronous		Micro Skills *Counseling Skills Practice*	
4: July 30th	Asynchronous	Chapter 11	Constructive Theory, Solution Focused Brief Therapy	
4: July 31st	Asynchronous	Chapter 12	Family Systems Theory	Recording # 2 and all supporting docs, Case Conceptualization #4
5: August 4th	Synchronous	Chapter 14	Integrating Theories: Putting it all Together *Final Class Meeting*	

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 https://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 https://ds.gmu.edu/).
- Students must silence all sound emitting devices 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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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