George Mason University
College of Education and Human Development
Counseling Program

EDCD 603.DL1 – Counseling Theories and Practice
3 Credits, Spring 2021
Mondays, 4:30 – 7:10 PM - Synchronous Online

Faculty

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Prerequisites/Corequisites
Admission to Counseling program; EDCD 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. 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. EDCD 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 online (76% or more) using a hybrid 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 Monday, January 25th, 2021.

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.

Expectations

- Course Week: 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 2 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 insure accessibility must be registered with George Mason University Disability Services.

Course Objectives
This course is designed to enable students to do the following:
1. Understand theories and models of counseling (CACREP 2.F.5.a)
2. Demonstrate a systems approach to conceptualizing clients (CACREP 2.F.5.b)
3. Understand the development of measurable outcomes for clients (CACREP 2.F.5.i)
4. Apply evidence-based counseling strategies and techniques for prevention and intervention (CACREP 2.F.5.j)

Professional Standards
Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

CACREP Standard	Course Objective Coverage	Course Activities
Understand theories and models of counseling (2.F.5.a)	This Standard is part of Course Objective #1, which is addressed in Classes 1-14 (given the nature of the Standard, it is infused throughout most classes)	Assigned readings that discuss this Standard include: Chapters 1-14 in *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques* (given the nature of the Standard, it is infused throughout most readings)
Demonstrate a systems approach to conceptualizing clients (2.F.5.b)	This Standard is part of Course Objective #2, which is addressed in Classes 1, 3, 12, 13, 14	Assigned readings that discuss this Standard include: Chapters 1, 2, 3, 10, 12, 14 in *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques*
Understand the development of	This Standard is part of Course Objective #3, which is addressed in Classes 2, 4, 7-14	Assigned readings that discuss this Standard include: Chapters 13, 7, 8, 4, 11, 10, 12, 14 in *Counseling and psychotherapy*

measurable outcomes for clients (2.F.5.i)		*theories in context and practice: Skills, strategies, and techniques*
Apply evidence-based counseling strategies and techniques for prevention and intervention (2.F.5.j)	This Standard is part of Course Objective #4, which is addressed in Classes 3, 4, 10-14	Assigned readings that discuss this Standard include: Chapters 2, 3, 7, 8, 9, 10, 11, 12, 14 in *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques*

Additional professional standards addressed in this course:

- This course fulfills the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for "Theories of counseling & psychotherapy"
- This course addresses the following Virginia Department of Education (VDOE) School Counselor Prek-12 Competency Topic requirements: 8VAC20-543-610.5.c
- This course addresses the following Virginia Department of Education (VDOE) Professional Studies requirements for Prek-12 Endorsements: 8VAC20-543-140.5.a, 5.b, 5.c, 5.d

Required Texts

Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*. Boston: Cengage.

Additional Reading

Berne, E. (2011). *Games people play: The basic handbook of transactional analysis*. Tantor
eBooks.

Gingerich, W. J., & Eisengart, S. (2000). Solution-focused brief therapy: A review of the outcome
research. *Family process*, *39*(4), 477-498.

Lega, L. I., & Ellis, A. (2001). Rational Emotive Behavior Therapy (REBT) in the new millenium:
A cross- cultural approach. *Journal of rational-emotive and cognitive-behavior therapy*, *19*(4), 201-222.

Spruill, D. A., & Benshoff, J. M. (2000). Helping beginning counselors develop a personal theory of
counseling. *Counselor Education and Supervision*, *40*(1), 70-80.

Wubbolding, R. E., Brickell, J., Imhof, L., Kim, R. I. Z., Lojk, L., & Al-Rashidi, B. (2004). Reality
therapy: A global perspective. *International Journal for the advancement of counselling*, *26*(3), 219-228.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, 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 reading/viewing 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 practice sessions, students will have the opportunity to practice skills that are fundamental to effective counseling. Practice 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 feedback on skill development.

1. **Attendance, In-Class Participation & Skill Work**   15 points
   (CACREP Standard: 1, 2, 3, 4, 5)
   Active participation and high levels of performance in all class and practice activities is expected. Students are expected to attend all face to face class meetings and come to class prepared having completed all reading, video, 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. Face to face class meetings will be conducted using Zoom.

   In-Class Skill Work
   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.

2. **Case Conceptualizations**   45 points
   (CACREP Standard: 1, 2, 3, 4, 5)

   Students will complete a weekly case conceptualization. You will write no more than a one page reflection conceptualizing your client (Annalise), how the currently theory fits or doesn't fit, how you plan to incorporate said theory in the session and what counseling skills do you anticipate using. Counseling theory and appropriate techniques associated with the chosen theoretical approach should be discussed. **Ex. Next week will be learning about Reality therapy, now that you've watched the clip of Annalise how will you use Reality therapy in session with her.**

3. **Video-recorded Session & Reflection on Skills**
   (CACREP Standard: 1, 2, 3, 4, 5)
   The student counselor will conduct two, 20 minute counseling sessions with a classmate utilizing a range of counseling skills learned throughout the course. For each recording, the student will select a **ten-minute section of the recording for the instructor to review.** An assignment checklist for recordings one and two can be found

on Blackboard under *Assessments.* <u>Please complete and submit the checklist with your recordings.</u>

Recording 1   20 points
Students will conduct a recorded counseling session using another student from class. Students will provide the limits of confidentiality at the start of the session and then conduct a twenty (20) minute first session. Please choose a **ten-minute section of the recording for the instructor to review**. Review and critique your performance on recording one and write a two-page (double-spaced) overview and assessment of your counseling skills. The counseling skills overview and assessment will include: a personal reflection on the session, basic skills, relationship development, and areas for growth and improvement.

Recording 2   20 points
Students may use the same student client from Recording #1 for this assignment. You will conduct a 20-minute counseling session utilizing a range of counseling skills learned throughout the course and **choose a ten-minute section of the recording for the instructor to review**. The student counselor will review and 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.

<u>Appropriate content for practice counseling sessions</u>

Practice counseling sessions are used to teach relationship building and to facilitate personal growth and development, rather than to explore serious mental health concerns. It is important to remember that student **counselors-in-training are *not* licensed professional counselors and lack the expertise to handle serious mental health concerns.** Information shared in practice counseling sessions that raises concerns regarding the safety of the student-client should be shared immediately with the course instructor via in-person communication (if disclosed in class) or via phone call to the number on the top of this syllabus. Student-clients should recognize that any disclosure that indicates a danger to themselves or others will be disclosed (as appropriate per CEHD policy) to the police and GMU Student Academic Affairs. Disclosures of sexual assault, interpersonal violence, and stalking must be reported to Mason's Title IX Coordinator per University Policy 1202.

- **Other Requirements**

Expectations for Online Counseling Courses: *Cameras on!* The practice of counseling is relational in nature. As practitioners, we use our eyes, ears, voice, face, and body to communicate presence and understanding to our clients. In order to effectively train you in the practice of counseling concepts and skills, we need to see you to gage your understanding and reaction to the material being presented. <u>To this end, we ask that you turn on your camera during class meetings</u>.

<u>APA Format</u>: Students in Counseling & Development courses are expected to use APA style (7th Ed.) for written papers.

<u>Electronic Devices</u>: **Turn off and put away all electronic communication devices not needed for participation during class.** Cell phones and other communicative devices are not

allowed in this class. Please keep them stowed away and out of sight. 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:	
Attendance, In-Class Participation & Skill Work	10 points
Case Conceptualizations	45 points
Video-recorded Counseling Sessions & Reflection on Counseling Skills *(2 @ 20 points each)*	45 points
Total Points	100

In accordance with the George Mason University Grading Policy, the following grades may be achieved:
A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 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.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 606, 601, 525, 603, 604, 656 654, 652, 658	602, 606, 609, 601, 525, 603, 604, 656 613, 611, 626	2
Intermediate	608, 750, 660, 628, 619, 610, 797	608, 751, 660, 628, 619, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should except to achieve this rank.

- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.

- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.

- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances, this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and

future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

Week	Readings	Topics	Assignment(s) Due	CACREP
1: Jan 25	Ch. 2	Introductions and Course Overview The Counselor: Person and Professional		1,2,3,4,5
2: Feb 1		Multicultural Counseling, Micro skills *Counseling Skills Practice*		
3: Feb 8	Ch. 4	Psychoanalytic Therapy *Counseling Skills Practice*		1,2,3,4,5
4: Feb 15	Ch. 5	Adlerian Therapy *Counseling Skills Practice*	Case Conceptualization	
5: Feb 22	Ch. 6	Existential Therapy *Counseling Skills Practice*	Case Conceptualization	1,2,3,4,5
6: Mar 1	Ch. 7	Person Centered Therapy *Counseling Skills Practice*	Case Conceptualization	1,2,3,4,5
7: Mar 8	Ch. 8	Gestalt Therapy *Counseling Skills Practice*	DUE: **Recording #1 & all supporting docs**	1,2,3,4,5
8: Mar 15		Behavior Therapy *Counseling Skills Practice*	Case Conceptualization	1,2,3,4,5
9: Mar 22	Ch. 9	Cognitive Behavior Therapy *Counseling Skills Practice*	Case Conceptualization	1,2,3,4,5
10: Mar 29	Ch. 10	Reality Therapy	Case Conceptualization	1,2,3,4,5
11: Apr 5	Ch. 11	Feminist Therapy *Counseling Skills Practice*	Case Conceptualization	1,2,3,4,5
12: Apr 12	Ch. 12	Postmodern Approaches *Counseling Skills Practice*	Case Conceptualization	1,2,3,4,5
13: Apr 19	Ch. 13	Family Systems Theory *Counseling Skills Practice*	DUE: **Recording # 2 & all supporting docs** **NO CASE CONCEPTUALIZATION**	1,2,3,4,5
14: Apr 26	Ch. 14	Integrating Theories: Putting it all together *Final Class Meeting* *Course Evaluation*	Case Conceptualization	1,2,3,4,5

15: May 3	Ch. 15	**Reading Day**		

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

Counseling Program 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
- 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/.

Appendix B: Class Flow Example

Class 1

Overview

Introduce Annalise

Psychoanalytic overview

Home

Review clip

Read Theory chapter

Complete Conceptualization or

prepare for in class discussion

Class 2

Discuss clip/journal

Lecture

Practice and Application

Adlerian overview

<u>Journal</u>
Observations
Conceptualization
Application