

George Mason University
College of Education and Human Development
Counseling Program

EDCD 606.001 – Counseling Children and Adolescents
3 Credits, Fall 2024
Thursdays, 4:30 – 7:10 PM
Krug Hall, Room 107 – Fairfax Campus

Faculty

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Prerequisites/Corequisites

Admission to Counseling program, B or better in EDCD 603

University Catalog Course Description

Presents theories, techniques, and counseling issues relevant to children and adolescents. Provides practice with an emphasis on process and culturally competent counseling strategies.

Course Overview

This course focuses on advanced counseling skills and techniques relevant to children and adolescents and builds on the knowledge and skills learned in EDCD 603. The course is designed to help students develop basic and advanced counseling skills and experience receiving verbal and written feedback on simulated counseling sessions in order to prepare them for practicum, internships, and a professional career in counseling. The course will also provide insight into role of racial, social, and cultural factors in the development of counseling relationships. Experiential counseling component provides useful feedback to promote the development of relationship building, counseling process, and culturally competent counseling skills.

Course Delivery Method

This course will be delivered using a hybrid blend of face to face and asynchronous content format.

Course Objectives

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

1. Increase knowledge of psychology and sociological issues affecting children and adolescents.
2. Understand the interrelationship of school and clinical counseling to contemporary problems of children and adolescents
3. Understand intervention strategies to effectively counsel children and adolescents
4. Develop culturally competent counseling skills
5. Become aware of evidence –based strategies for both prevention/wellness and intervention/counseling to address developmental and mental health issues commonly facing children and adolescents.
6. Develop characteristics and behaviors that influence the counseling process
7. Understand processes for aiding students in developing a personal model of counseling
8. Apply techniques of personal/social counseling in school settings. (CACREP 5.G.3.f)
9. Provide strategies to promote client understanding of and access to a variety of community-based resources. (CACREP 5.G.2.k)

10. Identify signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs. (CACREP 5.G.2.i)
11. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (CACREP 5.G.2.b)
12. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (CACREP 5.G.2.g)

Professional Standards

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

| CACREP Standard | Course Objective Coverage | Course Activities |
|---|---|--|
| school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (CACREP 5.G.2.b) | This Standard is part of Course Objective #11, which is addressed in Classes on “Adler/Parenting” and “Helping Children Cope with Grief” | Assigned readings that discuss this Standard include: Chapters 13 & 14 in <i>Counseling children and adolescents</i> |
| characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (CACREP 5.G.2.g) | This Standard is part of Course Objective #12, which is addressed in Classes on “Helping Children Cope with Grief” and “Mental Health Issues” | Assigned readings that discuss this Standard include: Chapter 11 in <i>Counseling children and adolescents</i> |
| signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (CACREP 5.G.2.i) | This Standard is part of Course Objective #10, which is addressed in Classes on “Mental Health Issues” and “Substance Abuse” | Assigned readings that discuss this Standard include: Chapter 11 in <i>Counseling children and adolescents</i> |
| community resources and referral sources (CACREP 5.G.2.k) | This Standard is part of Course Objective #9, which is addressed in on “Helping Children Cope with Grief” and “Mental Health Issues” | Assigned readings that discuss this Standard include: Chapter 11 in <i>Counseling children and adolescents</i> |
| techniques of personal/social counseling in school settings (CACREP 5.G.3.f) | This Standard is part of Course Objective #8, which is addressed in Classes on “Skill Work” and “Ideas and Inspirations” | Course activities that discuss this Standard include skills practice and class discussion |

Additional professional standards addressed in this course:

- This course addresses the following Virginia Department of Education (VDOE) School Counselor Prek-12 Competency Topic requirements: 8VAC20-543-610.5.a
- 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

Vernon, A. & Schimmel, C. J. (Eds.) (2024). *Counseling children and adolescents* (6th ed.). San Diego, CA: Cognella Academic Publishing.

Note: The George Mason Bookstore will only sell textbooks and course materials online prior to the

start of the fall semester. Students can purchase textbooks and find additional store information here: <https://gmu.bncollege.com/shop/gmu/home>.

Professional articles will be assigned and distributed via Blackboard as indicated on the course schedule, and further articles may be assigned at any time during the semester.

Additional Reading

Grothaus, T. (2012). School counselors serving students with disruptive behavior disorders. *Professional School Counseling, 16*(2_suppl), 2156759X12016002S04.

Lambie, G. W., Stickl Haugen, J., Borland, J. R., & Campbell, L. O. (2019). Who Took “Counseling” out of the Role of Professional School Counselors in the United States?. *Journal of School-Based Counseling Policy and Evaluation, 1*(3), 51-61.

Stargell, N. A., Zoldan, C. A., Kress, V. E., Walker-Andrews, L. M., & Whisenhunt, J. L. (2017). Student non-suicidal self-injury: A protocol for school counselors. *Professional school counseling, 21*(1), 1096-2409.

Thompson, E. H., Robertson, P., Curtis, R., & Frick, M. H. (2013). Students with anxiety: Implications for professional school counselors. *Professional School Counseling, 16*(4), 2156759X150160402.

Weissberg, R. P. (2019). Promoting the social and emotional learning of millions of school children. *Perspectives on Psychological Science, 14*(1), 65-69.

Recommended Reading

Badenoch, B. (2021). *Trauma and the embodied brain. A heart-based training in relational neuroscience for healing trauma*. Sounds true.

Badenoch, B. (2008). *Being a brain-wise therapist: A practical guide to interpersonal neurobiology* (Norton Series on Interpersonal Neurobiology). WW Norton & Company.

Breheny Wallace, J. (2023). *Never enough. When achievement culture becomes toxic and what we can do about it*. Penguin.

Bruni, F. (2016). *Where you go is not who you'll be: An antidote to the college admissions mania*. Grand Central Publishing.

Cook-Cottone, C. P., & Kane, L. S. (2015). *The elements of counseling children and adolescents*. Springer Publishing.

Damour, L. (2016). *Untangled: Guiding teenage girls through the seven transitions into adulthood*. Ballantine Books.

Damour, L. (2019). *Under pressure: Confronting the epidemic of stress and anxiety in girls*. Ballantine Books.

Dana, D. A. (2018). *The polyvagal theory in Therapy: Engaging the rhythm of regulation* (Norton Series on Interpersonal Neurobiology). WW Norton & Company.

- Dinkmeyer, D., McKay, G.D., & Dinkmeyer, D. (1997). *The parent's handbook*. STEP Publishers.
- Delahooke, M. (2020). *Beyond behaviors: Using brain science and compassion to understand and solve children's behavioral challenges*. John Murray.
- Delahooke, M. (2022). *Brain-body parenting: how to stop managing behavior and start raising joyful, resilient kids*. Harper Wave.
- Deresiewicz, W. (2015). *Excellent sheep: The miseducation of the American elite and the way to a meaningful life*. Free Press.
- Desautels, L. L. (2021). *Connections over compliance: Rewiring our perceptions of discipline*. Wyatt-MacKenzie Publishing.
- Edwards, A. (2013). *Why Smart Kids Worry: And What Parents Can Do to Help*. United States: Sourcebooks.
- Edwards, A. (2021). *Flooded: A brain-based guide to help children regulate emotions*. National Center for Youth Issues.
- Farrell, W. & Gray, J. (2018). *The boy crisis: Why our boys are struggling and what we can do about it*. Ben Bella Books, Inc.
- Gibson, L. C. (2019). *Recovering from emotionally immature parents: Practical tools to establish boundaries and reclaim your emotional autonomy*. New Harbinger Publications.
- Gladwell, M. (2022). *I hate the Ivy League: Rifts and rants on elite education*. Pushkin Industries.
- Gleason, D. (2019). *At what cost? Defending adolescent development in fiercely competitive schools*. Lulu.com Publishers.
- Greene, R.W. (2016). *Raising human beings: Creating a collaborative partnership with your child*. Scribner.
- Greene, R. W. (2021). *The explosive child: A new approach for understanding and parenting easily frustrated, chronically inflexible children*. Harper.
- Haidt, J. (2024). *The anxious generation: How the great rewiring of childhood is causing an epidemic of mental illness*. Random House.
- Hari, J. (2022). *Stolen focus: Why you can't pay attention and how to think deeply again*. Crown.
- Hoffman, K., Cooper, G., & Powell, B. (2017). *Raising a secure child: How circle of security parenting can help you nurture your child's attachment, emotional resilience, and freedom to explore*. Guilford Press.
- Jensen, F.E. & Nutt, A.E. (2014). *The teenage brain. A neuroscientist's survival guide to raising adolescents and young adults*. Harper Collins.
- Kain, K., & Terrell, S. (2018). *Nurturing resilience: Helping clients move forward from*

developmental trauma--an integrative somatic approach. North Atlantic Books.

Keltner, D. (2023). *Awe. The new science of everyday wonder and how it can transform your life*. Penguin.

Kennedy, B. (2022). *Good inside: A guide to becoming the parent you want to be*. Harper Wave.

Koplewicz, H. S. (2021). *The scaffold effect: Raising resilient, self-reliant, and secure kids in an age of anxiety*. Harmony/Rodale.

Lahey, J. (2021). *The addiction inoculation: Raising healthy kids in a culture of dependence*. Harper.

Lahey, J. (2015). *The gift of failure: How the best parents learn to let go so their children can succeed*. Harper Collins.

Levine, M. (2006). *The price of privilege: How parental pressure and material advantage are creating a generation of disconnected and unhappy kids*. HarperCollins.

Levine, M. (2020). *Ready or not. Preparing our kids to thrive in an uncertain and rapidly changing world*. HarperCollins.

Levine, P. (2004). *It won't hurt forever: Guiding your child through trauma*. Sounds True.

Wilson, R. & Lyons, L. (2013). *Anxious kids, anxious parents: Seven ways to stop the worry cycle and raise courageous and independent children*. HCI.

Lythcott-Haims, J. (2015). *How to raise an adult: Break free of the over parenting trap and prepare your kid for success*. Henry Holt and Co.

Maynard, N. & Weinstein, B. (2020). *Hacking school discipline: 9 Ways to create a culture of empathy and responsibility using restorative justice*. Times 10 Publications.

Mogel, W. (2001). *The blessing of a skinned knee: Using Jewish teachings to raise self-reliant Children*. Scribner.

Mogel, W. (2018). *Voice lessons for parents: What to say, how to say it, and when to listen*. Scribner.

Perry, B. D., & Szalavitz, M. (2007). *The boy who was raised as a dog*. Basic Books.

Perry, B. D., & Winfrey, O. (2021). *What happened to you? Conversations on trauma, resilience, and healing*. Flatiron books.

Pittman, C.M. (2022). *Taming your amygdala*. PESI Publishing.

Pittman, C.M. (2021). *Rewire your OCD brain*. Tantor Audio.

Pittman, C.M. & Karle, E. M., (2015). *Rewire your anxious brain*. New Harbinger Publications.

- Sax, L. (2020). *Girls on the edge: Why so many girls are anxious, wired, and obsessed--and what parents can do*. Basic Books.
- Sax, L. (2017). *Why gender matters: What parents and teachers need to know about the emerging science of sex differences*. Harmony.
- Sax, L. (2016). *Boys adrift: The five factors driving the growing epidemic of unmotivated boys and underachieving young men*. Basic Books.
- Sax, L. (2015). *The Collapse of Parenting: How We Hurt Our Kids when We Treat Them Like Grown-ups*. Basic Books.
- Sigel, D.J., & Bryson, T.P. (2012). *The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind*. Bantam Books.
- Siegel, D. J., & Hartzell, M. (2013). *Parenting from the inside out: How a deeper self-understanding can help you raise children who thrive*. Penguin.
- Sigel, D.J., & Bryson, T.P. (2016). *No-drama discipline: The whole-brain way to calm the chaos and nurture your child's developing mind*. Bantam Books.
- Sigel, D.J., & Bryson, T.P. (2018). *The yes brain. How to cultivate courage, curiosity, and resilience in your child*. Bantam Books
- Sigel, D.J., & Bryson, T.P. (2020). *The power of showing up: How parental presence shapes who our kids become and how their brains get wired*. Ballantine Books.
- Souers, K., & Hall, P. (2016). *Fostering resilient learners: Strategies for creating a trauma-sensitive classroom*. ASCD.
- Steinberg, L. (2023). *You and your adult child. How to grow together in challenging times*. Simon & Schuster.
- Steinberg, L. (2014). *Age of opportunity: Lessons from the new science of adolescence*. First Mariner Books.
- Stixrud, W., & Johnson, N. (2021). *What do you say? How to talk with kids to build motivation, stress tolerance, and a happy home*. Viking.
- Stixrud, W., & Johnson, N. (2018). *The self-driven child. The science and sense of giving your kids more control over their lives*. Penguin Random House.
- Tronick, E., & Gold, C.M. (2020). *The power of discord: Why the ups and downs of relationships are the secret to building intimacy, resilience, and trust*. Little, Brown Spark.
- Twenge, J. M. (2017). *iGen: Why today's super-connected kids are growing up less rebellious, more tolerant, less happy and completely unprepared for adulthood and what that means for the rest of us*. Atria Books.
- Van Marter Souers, K. & Hall, P. (2019). *Relationship, responsibility and regulation: Trauma-*

invested practices for fostering resilient learners. ASCD.

Vernon, A. (2002). *What Works When with Children and Adolescents: A Handbook of Individual Counseling Techniques.* Research Press.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

Assignments and/or Examinations

Assignment 1: Participation, Attendance, and Practice Sessions, (5% of total grade)

1. We will spend time processing information through class discussion, skill demonstration, and practice. Class attendance and active participation is vital not only to your learning, but to your classmates' learning as well.

The participation grade is based upon:

- a. **Attendance**- students are expected to attend every face-to-face class meeting. Points may be deducted due to unexcused absence.
- b. **Punctuality** – students are expected to be ready to participate when class begins, and to stay for the duration of class time. Points may be deducted due to arriving for class late or leaving early.
- c. **Reading** – students are expected to read the assigned material each week. Points may be deducted for failure to complete the reading assignments.
- d. **Lecture/Supplemental Material Review** – Each week, students are expected to watch the lecture and any assigned supplemental material (videos, clips, etc.,).
- e. **Active participation** - students are expected to actively participate in class exercises and practice sessions; failure to actively participate in class will result in a lowered participation grade.
- f. **Substantive contributions** - students are expected to make substantive contributions to class discussions
- g. **Active engagement** – I will be actively engaged during class meeting times and I will hold the same expectation for all students. If you are on your phone, or laptop not engaged in class related activities, participation points will be deducted.

Assignment 2: Recording and Self-Evaluation (20% of grade)

Students will submit the *recording and supplemental materials* to Blackboard by the date indicated on the course schedule

- During each in person class meeting, students will practice skills with a classmate who is *playing the role of a child or adolescent (approximate age 7-18)*. Further practice sessions can be scheduled with your partner during asynchronous class meetings and conducted in person or over Zoom.
- Students will choose *one* of their practice sessions to record for the instructor's viewing
- Recorded counseling session will be twenty (20) to thirty (30) minutes in length
 - attention should be paid to the age and developmental level of the child portrayed in the role
 - I am less concerned with the length of the session than that it is developmentally appropriate for the age of the child portrayed. If you have no desire to work with young children, ask your partner to play an older adolescent. It is extremely difficult to play the role of a young child if you do not have experience with this population.

- The role play should reflect a normal, developmental concern, **not a mental health crisis, emergency, or major grief event (e.g., recent loss of a parent)** I am interested in your ability to build rapport with a child, gain entry into their world and meet them where they are; overly dramatic roles are inappropriate for this assignment. SUDs level 3 or lower. If you submit a recording that does not conform to the assignment guidelines, points will be deducted. Suggestions for practice scenarios for recorded counseling sessions are listed on Blackboard for appropriate role-play ideas.
- **Students will select a ten (10) minute portion of the session for the instructor to review** (guidelines on Bb).
- Student performance will be assessed based on:
 - a) **ability to effectively build rapport with the child;** effective use of appropriate counseling strategies based on the developmental stage of the child; some evidence that theory is driving the session, creativity (in thought or action) and cultural considerations in session.
 - c) **Self-Evaluation of Recorded Counseling Session (1-2 pgs.)**
 - Please include the age, grade and presenting concern of the child. Indicate the ten (10) minute clip you would like me to watch. Answer the following questions in your reflection. 1)What do you feel went well (glows)in the session? 2)What are your areas for improvement as a counselor working with children (grows)? 3)Were there times in the session that you missed opportunities to connect, explore feelings, etc.? 4)In hindsight, discuss how you would handle those opportunities? 5)What did you learn about the child or yourself from this assignment? 6) Grade yourself. What score from 1-20 did you earn?
 - The recording and reflection should be uploaded to blackboard. Failure to submit one or more parts of the assignment may result in a deduction of points.

Assignment 3: Reflections (*Completed during asynchronous weeks 4 @ 10 pts each 40% of total grade*)

During asynchronous learning sessions, students will review the materials in the content folder (lecture, videos, etc.) and will write a one to two (1-2) page reflection on the theory or skill covered; the substance of the reflection should provide evidence that the student has completed the assigned online content and has integrated the new learning with prior knowledge. Failure to demonstrate that the reading and viewing of recorded content have been completed will result in point deduction or failure of the assignment. Reflections will be uploaded to Blackboard under the assignments tab.

Assignment 4: Professional Library (*10% of total grade*)

Choose *one* of the following assignments:

- **Review and consider purchasing a book for your professional library.** Select a book concerning an aspect of counseling children and adolescents to add to your professional library (a resource for students, parents, or teachers). Write a one-page review of the book. Include a full citation, summary of information and format of the book, identify the audience for this book, and discuss its strengths and weakness. Book reviews will be shared via Bb discussion board post, so that students may begin to develop a robust professional library.

- **Review a book to be used with students** (bibliotherapy). Select a book appropriate for children in grades K-6, or 7-12. Write a one-page review of the book. Include a full citation, summary of information and format of the book, identify the audience and recommended use for this book, and discuss its strengths and weakness. Book reviews will be shared in class so that students may begin to develop a robust professional library.

Assignment 5: Creative Counseling Presentation (25% of total grade)

Students will work in small groups to plan and demonstrate a creative counseling activity/intervention (e.g., sand tray, psychomotor, expressive arts, games/, etc.) to use with children and/or adolescents. The entire class should be afforded the opportunity to participate in the activity. A rubric will be provided on Bb. Handouts should be supplied to all class members. The instructor should receive a hard copy the day of the presentation.

The handout should include the following information:

- An overview of the intervention (development, purpose, theoretical foundations, uses, etc.)
- Support for the intervention
 - developmental and cultural considerations
 - clientele of choice (i.e. target age range, presenting problem, etc.
 - strengths/weaknesses
 - variations of the technique
 - process/discussion questions that might be used
 - References, sources
- Presentations should be approximately 10 to 15 minutes with an additional 15 minutes reserved for practice time with student audience (**total presentation should not exceed 30 minutes**).
- **The presentation should ideally be both creative and interactive.**
 - In past semesters, students have done presentations that have included games, music, dance, food, mindfulness activities, yoga, etc.
- Websites may be used as a resource. References should also include books and/or journal articles, and other professional sources.

Other Requirements

Course Expectations

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 gauge your understanding and reaction to the material being presented. To this end, we ask that you turn on your camera during class meetings.

Electronic Devices: Turn off and put away all electronic communication devices during class. Cell phones, pagers, 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. One unexcused absence will automatically lower the students' semester grade. Two unexcused absences may result in failing the class. Excused absences can only be arranged with instructor on a case by case basis. 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. Finally, lateness to or leaving early from class can count towards someone's absence and/or participation grade. If you must miss a class or arrive late, please call and notify the professor before the class meeting.

Contacting the instructor for absences, late arrivals or early dismissals is a courtesy and does not necessarily mean exemption from attendance and participation responsibility; this means points may be deducted as stated in the syllabus. If there is a scheduling conflict that interferes with your attendance during any portion of the class; students should see the instructor in the first class to discuss continuing in the course this semester or taking the course during another semester.

Assignment Policy: As a graduate student, it is expected that all of your work will be turned in on the assigned dates. If an assignment is accepted at a later date, it is subject to a penalty of 10% of the award for every day it is overdue. Reflection papers will be deducted one point for each day that they are submitted late. When you are absent, you are responsible for the information missed in class, including but not limited to assignments, change in due dates, content of discussion and/or lecture, and handouts. All assignment should be uploaded via Blackboard.

Students are expected to be able to use a computer, send and retrieve email, open attachments, access to the internet, participate in online discussions, use Blackboard, and conduct a library search on line. In addition, students should check Blackboard and their GMU email for course updates on a regular basis. Most course documents will be available on Blackboard. Email messages to the instructor should be sent using your Mason email account.

- **Grading**

| | |
|--|-----|
| Participation, Reading, Practice, and Attendance | 5% |
| Reflections on theory, skills, and practice | 40% |
| Recorded Counseling Session | 20% |
| Professional Library Assignment | 10% |
| Creative Counseling Presentation | 25% |

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]

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Use only with prior permission – Counseling students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course **if instructor permission is obtained 7 days in advance of the assignment due date and if that use is properly documented and cited.** Unless given permission to use those tools and

citations provided, each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

Professional Dispositions (PD) Assessment

Professional Dispositions Assessments are completed by instructors in all required courses. A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in “basic or pre-practicum level” courses may demonstrate the disposition sometimes or inconsistently. Students in “intermediate or practicum level” courses should demonstrate the disposition more often or frequently. Students in “advanced or internship level” courses should demonstrate the dispositions always or almost always. The courses are assigned to levels as follows:

| <i>Course Level</i> | <i>Courses</i> |
|---------------------------------|---|
| Basic (Pre-Practicum) | <i>Core:</i> 602, 601, 525, 603, 609, 606, 604, 656 <i>CMHC:</i> 654, 652, 658 <i>SC:</i> 613, 611, 626 |
| Intermediate (Practicum) | <i>Core:</i> 608, 660, 628, 619, 610, 797 <i>CMHC:</i> 750 <i>SC:</i> 751 |
| Advanced (Internship) | <i>CMHC:</i> 792, 794 <i>SC:</i> 793, 795 |

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 expect 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

| Class | Date/ Activity | Topic | Reading & Videos Vernon & Schimmel & Bb | Assignments Due | Course Obj. # |
|-------|---|---|--|--|---------------------|
| 1 | 8/29: Zoom class | Orientation & Syllabus Brains Under Construction | 1 & 2 Wk.1 arts. | Read the syllabus prior to class | 1, 2 |
| 2 | 9/5: In-person class | Polyvagal Skill work | Wk. 2 articles | | 3, 4 |
| 3 | 9/12: In-person class | Anxiety: My Amygdala Can Smell your Amygdala Skill work | 10 Bb docs | | 9, 10, 12 |
| 4 | 9/19: Asynchronous Class. Complete work in Bb folder | REBT | 7 | Reflection on class four content due: 9/25 | 3, 5, 6 |
| 5 | 9/26: In-person class | Transactional Analysis Skill Work | Videos in Bb folder | | 3, 5, 6 |
| 6 | 10/3: In-person class | Reality Therapy Skill Work | 6 | | 5, 6, 7, 8 |
| 7 | 10/10: Asynchronous Class. Complete work in Bb folder <i>VSCA Conference</i> | Creative and Expressive Approaches & Play Therapy | 3 & 4 | Reflection on class seven content due: 10/9 | 5, 6 |
| 8 | 10/17: Asynchronous Class. Complete work in Bb folder | Impact Therapy | Videos in Bb folder | Reflection on class eight due: 10/23 | 5, 6 |
| 9 | 10/24: In-person class | SFBT Skill work | 5 | Due: Library Assignment 10/24 | 3, 6 |
| 10 | 10/31: In-person class | Mental Health Issues in Children and Adolescents Suicide Prevention | 8, 11 | | 9, 10, 12 |
| 11 | 11/7: In-person class | Substance Misuse <i>Skills Practice Session</i> | 13, 14 | | 5, 9, 10, 11, 12 |
| 12 | 11/14: In-person class | Creative Counseling Presentations | | Upload group materials to Bb | 7 |
| 13 | 11/21: Asynchronous Class | Helping Children Cope with Grief | Bb Folder 14, 15 | Reflection on Grief content due: 11/27 | 7, 8 |
| 14 | 11/28: | Thanksgiving Break – No Class meeting | | | |
| 15 | 12/5: Zoom Final Class | Putting it all together Course wrap up | | Due: Recording & all docs 12/7 | 7 |

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

Counseling Program Mission Statement

Mason's Counseling Program infuses values integral to the preparation of professional counselors—social justice, multiculturalism, internationalism, advocacy, and leadership—into its celebrated curriculum. Graduates are prepared to assume leadership roles; be proactive change agents; and

become advocates for social, economic, and political justice. By working through interdisciplinary teams as well as infusing teaching, research, service, and professional practice, the Mason counseling program will prepare the next generation of counselors to serve the collective needs of individuals through local, national, and international contexts.

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:

<https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>

- For additional information on the College of Education and Human Development’s Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Assessment Rubric(s)
Tape Review Assignment in 606

| | % | Exceeds Standards 4 | Meets Standards 3 | Approaching Standards 2 | Below Standards 1 |
|---|----|--|--|--|---|
| 1. Counseling skills KPI A.5.a.1; CACREP 2.F.5.f; 2.F.5.n | 20 | Counselor demonstrates at least eight exceptional counseling skills (e.g., minimal encouragers, silence, paraphrase, empathy, open questions, clarification, summarization, focus, probe, challenge, self-disclosure, information giving). | Counselor demonstrates at least eight counseling skills (e.g., minimal encouragers, silence, paraphrase, empathy, open questions, clarification, summarization, focus, probe, challenge, self-disclosure, information giving). | Counselor demonstrates some counseling skills (e.g., minimal encouragers, silence, paraphrase, empathy, open questions, clarification, summarization, focus, probe, challenge, self-disclosure, information giving). | Counselor demonstrates few counseling skills (e.g., minimal encouragers, silence, paraphrase, empathy, open questions, clarification, summarization, focus, probe, challenge, self-disclosure, information giving). |
| 2. Skills use KPI A.5.a.1; CACREP 2.F.5.f; 2.F.5.n | 20 | Counseling skills are always used effectively and appropriately to allow the client/student to identify/apply strategies to/or resolve a concern. | Counseling skills are usually used effectively and appropriately to allow the client/student to identify/apply strategies to/or resolve a concern. | Counseling skills are sometimes used effectively and appropriately to allow the client/student to identify/apply strategies to/or resolve a concern. | Counseling skills are rarely used effectively or appropriately to allow the client/student to identify/apply strategies to/or resolve a concern. |

| | | | | | |
|---|----|---|--|---|--|
| 3. Nonverbals KPI A.5.a.1; CACREP 2.F.5.f | 20 | Counselor demonstrates exceptional and consistent open body posture and appropriate tone | Counselor demonstrates an open body posture and appropriate tone throughout most of the session | Counselor demonstrates an open body posture and appropriate tone during some of the session | Counselor rarely demonstrates an open body posture or appropriate tone |
| 4. Reflecting KPI A.5.a.1; CACREP 2.F.5.f | 20 | Counselor demonstrates the ability to accurately reflect the client/student's expression of content, affect, and meaning throughout the entire session | Counselor demonstrates the ability to accurately reflect the client/student's expression of content, affect, and meaning throughout most of the session | Counselor demonstrates the ability to accurately reflect the client/student's expression of content, affect, and meaning throughout some of the session | Counselor rarely demonstrates the ability to accurately reflect the client/student's expression of content, affect, or meaning |
| 5. Structure KPI A.5.a.1; CACREP 2.F.5.f; 2.F.5.n | 20 | Throughout the entire session, counselor demonstrates the exceptional ability to maintain structure, focus, and direction of the interview, proceeding through defined stages and ending the session effectively. | Throughout most of the session, counselor demonstrates the ability to maintain structure, focus, and direction of the interview, proceeding through defined stages and ending the session effectively. | Throughout some of the session, counselor demonstrates the ability to maintain structure, focus, and direction of the interview, proceeding through defined stages and ending the session somewhat effectively. | Counselor fails to demonstrate the ability to maintain structure, focus, or direction of the interview, proceeding through defined stages or ending the session effectively. |