

**The George Mason University
Graduate School of Education**

**EDCD 609 (001): Advanced Counseling Skills and Strategies
Thursdays 4:30 pm to 7:10 pm, Robinson B 203
Spring 2004**

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Course Description

Catalog – Prerequisites: *EDCD 603 and admission to the counseling and development program or permission of instructor.* Covers counseling skills and strategies associated with major counseling theories, principles, and topics. Provides intensive practice in both technical and conceptual skills with emphasis on case studies and supervised practice.

EDCD 609 (1) expands and refines the basic listening and attending skills learned in EDCE 603, (2) introduces counseling skills and strategies associated with major counseling theories, principles and topics, and (3) develops students' expertise in applying these skills and strategies. Students will study and practice the techniques and strategies of all major counseling theories, principles and topics, and their application to diverse populations. Students will have a solid skill foundation for application in laboratory courses and will be able to further identify which theories of counseling are more suitable to their personal attributes and professional interests.

Course Materials

Required Texts:

Corey, G. (2000). *Case approach to counseling and psychotherapy* (5th ed.). Belmont, CA: Brooks/Cole/Thomson Learning.

Ivey, A. E. & Ivey, M. B. (2001). *Intentional interviewing and counseling* (5th ed.). Pacific Grove, CA: Thomson/Brooks/Cole.

Suggested Texts:

Cormier, S., & Nurius, P. S. (2003) *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioral interventions* (5th ed.). Pacific Grove, CA: Thomson/Brooks/Cole.

Course Objectives

At the conclusion of this course, students should be able to:

1. Apply basic listening and attending skills with increased consistency and effectiveness.
2. Understand and apply the technical and conceptual skills associated with major counseling theories, principles, and topics.
3. Understand and demonstrate the process of planning interventions to help clients achieve their goals.
4. Provide clear and helpful feedback to classmates.
5. Accept and implement feedback from the instructor and classmates.
6. Accurately evaluate own counseling skills.
7. Appropriately apply the target skills and strategies within a multicultural context.

Course Requirements/Assignments

Each student will:

- Attend each class and complete reading assignments for class. As a graduate student, you are expected to arrive on time and stay for the entire class period.
- Participate and contribute to class discussions and activities.

All written assignments must be typed and must follow APA format. Grading on written work will take into account the following factors: quality of written work, knowledge of content area, and adherence to requirements of assignment. You are expected to submit all work on assigned dates, and a penalty of 10% may be taken for every day the assignment is late.

1. Tapes: Students will prepare two role-play videotapes which demonstrate basic listening and attending skills. Each tape will demonstrate acquisition of the skills of a particular theoretical approach. Thus, students will show proficiency in using skills in two different theoretical approaches. Each tape will be accompanied by a written self evaluation and critique that will be graded along with the skills demonstrated in the tape.

2. Multicultural application paper: Students will prepare one five-page paper with at least three references which discuss how the skills and strategies of a specific theoretical approach may or may not be effective with a particular ethnic group.

3. Final examination: This examination will include multiple choice, short answer and essay questions which measure knowledge of the objectives of this course.

4. Class participation: Students' progress in applying skills and strategies and providing feedback to classmates will be monitored weekly by the instructor. It is also expected that you will complete weekly practice exercises from Ivey & Ivey text. An audio (standard size) or videotape recorder and several blank tapes will be needed for practicing and critiquing counseling skills throughout the course.

➤ **Active Participation & Technology Competence** is expected in all class and lab activities. Students are expected to attend all classes and come to class prepared having completed all reading and written assignments. 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; students will need to log-on to Blackboard regularly.

The following are the guidelines for accessing Blackboard:

1. Enter the following URL into your browser. <http://blackboard.gmu.edu>
2. Click on the **Login** button.
3. Enter your **Username** and **Password**. Your username is your GMU username. The Password will be given to you by your instructor. If you do not know your GMU Username go to any GMU computer lab for help.
4. A welcome message will appear. To the left of this page is, Tools.
5. Click on Personal Information. You can change your password and your email address. To access the course click on the course name in the right hand column.

5. In class role-play: Given adequate enrollment, the class will be divided into small groups. Each group/person will be responsible to develop a role-play of using one of the theoretical approaches listed in the Corey book utilizing skills covered in class. The role-play will be scripted to illustrate theoretical techniques and a copy of the script with intended skills labeled will be submitted to instructor one week prior to the due date via email. Role-play will be placed on blackboard for peer review.

6. Professional Growth Opportunities: You are expected to participate in a professional growth opportunity during the semester (pre-approved by professor). You will write a one-page summary of key points to share with your classmates. Here are examples of professional opportunities occurring during this semester:

- **VCA Legislative Day** – Richmond, VA – January 26, 2004 – www.vcacounselors.org
- **Virginia Counseling Graduate Student Conference** – College of William and Mary – February 20, 2004 - contact Dr. Davis at tamara.davis@marymount.edu
- **VASGW Group-a-Rama** –Northern Virginia Community College- March 8, 2004 -contact Lana McNulty at lane.mculty@fcps.edu
- **Summit for Clinical Excellence** – Savannah, GA – March 11-14, 2004 – www.bfisummit.com
- **VSCA Conference** – Charlottesville – March 18-19, 2004 – contact Katie Moffett at cmoffett@vcu.edu
- **ACA Conference** – Kansas City, MO – March 31-April 4, 2004 - www.counseling.org

Grading

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|---------------------------------|-----------|
| Two Tapes | 30 points |
| Multicultural application paper | 20 points |
| Final examination | 15 points |
| Class participation/Attendance | 10 points |
| In class role-play | 15 points |
| Professional Growth | 10 points |

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

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|----|--------------|----|--------------|---|---------------------|
| A+ | 100 points | A- | 90-94 points | B | 80-84 points |
| A | 95-99 points | B+ | 85-89 points | C | 79 points and below |

Honor Code: To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before the council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the university catalog or website at www.gmu.edu.

NOTE: This syllabus is subject to change based on the needs of the class. If you need course adaptations or accommodations because of a disability please inform your instructor as soon as possible so that arrangements can be made. Any questions? Call the Disability Resource Center (703) 993-2474.

* Flexibility Clause: Because of the unique mixture of content and experientially based instruction that is the nature of this course, along with variability of student needs, it may be necessary to make adaptations in course activities. Therefore, this syllabus is subject to change. You will be given prior notice of any changes in due dates and assignments.

Timeline

| <u>DATE</u> | <u>CLASS TOPICS & ACTIVITIES</u> | <u>ASSIGNMENTS</u> |
|-------------|--|--|
| 1/25/04 | Introductions, Course Overview Discussion of Syllabus, Toward Intentional Interviewing and Counseling | I&BI Introduction, Ch. 1 |
| 1/29/04 | Attending Behaviors; The Context of Counseling/ Stages; Rapport; Questions: Opening Communication; Client Observation | I&BI., Ch. 2-4 |
| 2/5/04 | Encouraging, Paraphrasing, Summarizing; Reflecting Feelings | I&BI, Ch. 5 & 6 Plan Mid-Term Taping |
| 2/12/04 | Conducting a Complete Interview | I&BI, Ch. 7; (C&N, Ch.9) |
| 2/19/04 | Confrontation Skills: Support and Challenge | I&BI, Ch. 8 |
| 2/26/04 | Focusing the Interview | I&BI, Ch.9 Mid-Term Tape & Self-Evaluation Due |
| 3/4/04 | Eliciting and Reflecting Meaning | I&BI, Ch. 10 Continue/Begin Work on Paper Generate Ideas for paper |
| 3/11/04 | Spring Break | Relax |
| 3/18/04 | Developing Goals and Strategies, Strategies for Change | I&BI, 11; (C&N Ch. 10-11) |
| 3/25/04 | Skill Integration, Defining Strategies and Selecting Interventions | I &BI, Ch. 12 Research Paper Due |
| 4/1/04 | American Counseling Association Conference | Professional Growth Opportunity |
| 4/8/04 | Integrating Skills with Theory, Applying Other Counseling Strategies | Professional Growth Opportunity Discussion I&BI, Ch. 13 |
| 4/15/04 | In-class roleplays | Assigned chapter of Corey text |
| 4/22/04 | Determining Personal Style and Theoretical Integration; | I&BI, 14 Final Tape & Self-Evaluation Due |
| 4/29/04 | Terminating Counseling; Follow-up | Final Exam |

EDCD 609 fulfills the requirements of the following professional organizations:

- Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling.
- Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements that counselor education programs include the study of helping relationships.
- American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

References and Resources

- Baruth, L. G., & Manning, M. L. (1999). *Multicultural counseling and psychotherapy*. Columbus, OH: Prentice Hall.
- Corey, G., Corey, M. S., & Callanan, P. (1993). *Issues and ethics in the helping professionals*. Brooks/Cole Publishing Company.
- Cottone, R. R., & Tarvydas, V. M. (1998). *Ethical and professional issues in counseling*. Columbus, OH: Prentice Hall.
- DeJong, P., & Berg, I. K. (2002). *Interviewing for solutions* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Egan, G. (2002). *The Skilled Helper: A problem-management and opportunity-development approach to helping* (7th ed.). Pacific Grove, CA: Brooks/Cole.
- Egan, G. (2002). *Exercises in helping skills for Egan's The Skilled Helper: A problem-management and opportunity-development approach to helping* (7th ed.). Pacific Grove, CA: Brooks/Cole.
- Fennell, D. L. & Weinhold, B. K. (1997). *Counseling families: An introduction to marriage and family therapy*. Denver, CO: Love Publishing.
- Lee, C. (1995). *Counseling for diversity*. Boston: Allyn and Bacon.
- Locke, D.C. (1998). *Increasing multicultural understanding: A comprehensive model*. Newberry Park, CA: Sage.
- Thompson, C.L., & Rudolph, L. B. (1996). *Counseling children*. Pacific Grove, CA: Brooks/Cole.