

GEORGE MASON UNIVERSITY  
College of Education & Human Development

EDCD 603: Counseling Theories and Practice  
Fall 2009

Instructor: Victoria Stone, Ph.D.  
Class Meets: Tuesday 4:30-7:10 p.m.  
Class Location: Thompson 112  
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**Course Description:**

*Prerequisite: Admission to the Counseling and Development program, and EDCE 602 taken previously or concurrently; or permission of the instructor. 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.*

**Student Outcomes:**

At the successful completion of this course students should be able to:

1. Demonstrate understanding of the rationale, development and application of major theoretical approaches to counseling including: psychodynamic, Adlerian, person-centered, existential, cognitive-behavioral, multicultural, systems, solution-focused and integrated.
2. Recognize appropriate counseling interventions associated with each major theory.
3. Demonstrate understanding of counseling interventions associated with each major theory.
4. Identify key terms associated with each major theorist.
5. Demonstrate theoretical understanding of gender and multicultural issues within the counseling context.
6. Demonstrate understanding of appropriate application of theories and interventions with diverse populations, contexts and issues.
7. Demonstrate an understanding of several models of helping.
8. Demonstrate facilitative counseling interventions including the use of attending skills, minimal encouragers, silence, paraphrasing, questions, empathy, summarization, probing, challenging, focusing skills, self-disclosure and information giving.
9. Demonstrate appropriate application of counseling skills with a client.
10. Demonstrate clinical application of key terms associated with each theory.
11. Apply clinical skills appropriately with culturally and gender different clients.
12. Be open to receiving and utilizing constructive feedback on application of counseling skills.
13. Write a comprehensive, APA style, research paper on a counseling theory.

**Relationship to Program Goals and Professional Organization:**

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.

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.

EDCD 603 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) core requirement described in Section II.K.e: Helping relationships: An understanding of counseling and consultation processes.
- American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

**Professional Dispositions:**

**Professional Performance Criteria** (Effective February 25, 2003).

The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The Counseling and Development Program in the Graduate School of Education at George Mason University has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to the dispositions found on the C & D Homepage at: [http://gse.gmu.edu/programs/counseling/professional\\_performance.htm](http://gse.gmu.edu/programs/counseling/professional_performance.htm)

**The Graduate School of Education (GSE) expects that all students abide by the following:**

Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**Course Structure:**

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 (Ivey or Seligman), 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 tape-recorded counseling sessions. Students will be assigned to a small group and will be responsible for sharing information within the group and making a presentation concerning a theory to the class.

During the lab sessions, students will have the opportunity to practice skills that are fundamental to effective counseling. Lab activities will focus primarily on practicing skills through role-plays in dyads and triads in which students will take a role. The instructor will critique role-plays and provide verbal and/or written feedback on skill development.

**Course Requirements:**

**Important:**

**It is required that all students attend the Saturday, September 19<sup>th</sup> class, and stay for the *entire* class session. The Saturday class constitutes three class meetings – students who cannot attend the Saturday class will not be able to complete the course this semester.**

**Active Participation** and high levels of performance 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. Several times throughout the semester, you will be asked to post a reflection to the reading or class discussion on blackboard. These postings should be substantive in nature and demonstrate your understanding of the reading or concepts presented in class. Students must also respond to the Blackboard posting of at least one other student. [10 points for attendance, participation, and use of technology.]

- 1. Technology Competence:** Students are expected to be able to use a computer, send and retrieve email, open attachments, gain access to access the Internet, conduct a library search on-line, and post on Blackboard. All of the course documents will be available on Blackboard, the course management system. Students will need to logon to Blackboard regularly and be able to use the Blackboard resources.
- **In-Class Skill Work:** Skill work activities include, but are not limited to: demonstration of counseling skills through demonstration, role-play, and taped exercises, as well as the critique of another student's counseling tapes. [5 points]
  - **Group Presentation** The group presentation of one theory will focus on providing the class with an overview of the theory. Theory presentation topics are determined by the instructor and assigned to each group. The presentation should include lecture, PowerPoint, an experiential activity, and a handout summarizing key concepts. Specific guidelines for the presentation and the handout will be provided. The presentation should be no longer than 35 minutes. An assessment rubric is available on Blackboard. [25 points]

- **Research Paper** concerning a specific counseling theory (a different theory than the one chosen for the group presentation) applied to a counseling issue. An assessment rubric is available on Blackboard. [20 points]

Paper requirements:

- Describe and apply a counseling theory to a current counseling issue;
  - Choose a counseling issue related to an advocacy or social justice topic of interest to you. Clearly describe the counseling issue and/or population (e.g., Coping with HIV; depression in the elderly, helping children manage ADHD; dealing with chronic illness).
  - Briefly describe aspects of the counseling theory relevant to the counseling issue;
  - Present the strengths and weaknesses of the theory as applied to the counseling issue and implications for use with diverse populations;
  - Use 5 or more references to include at least 3 professional counseling or psychology journals;
  - Paper length: **5 page maximum** (not including cover, abstract, or references); and
  - Use of APA style 5<sup>th</sup> (See Blackboard for APA 5<sup>th</sup> Guidelines).
- **Take Home Case Studies:** Two take-home case study analysis will be posted on blackboard. Each is worth 7.5 points. [15 points]
  - Three **Audio or Video-taped Counseling Sessions** with a volunteer client. Guidelines and an assessment rubric concerning this assignment can be found on Blackboard. Students must provide their own audio or video equipment [25 points].

**Tape #1:** Students will conduct and record a counseling session using another student from class. Students' will review the tape, self evaluate, and reflect tape with a group member. This session will not be graded.

**Tape #2:** Students will need to find an adult volunteer to participate in *two* counseling sessions. When recruiting volunteer clients, the client should be told that the purpose of the session is to provide the student counselor practice using basic counseling skills. Volunteer clients should be encouraged to talk about real issues. Appropriate issues can be real "problems-in-living" but volunteer clients should be discouraged from using these sessions to make major life decisions or discuss serious life crises. A person who is currently seeing a therapist is not a suitable client for this assignment. At the start of the session, the student counselor should provide the limits of confidentiality, assure the client that the tape will be destroyed immediately following its critique, and explain in basic terms the purpose of counseling and this assignment. A signed permission slip is available on blackboard. The student counselor and a group member will critique tape #2. This session will not be graded.

**Tape #3:** Student counselors will tape a second session with the volunteer client and transcribe **verbatim** the session. Students will label evidence of at least 25 counseling skills and will write a 2 page (double spaced) assessment of their counseling skills. See *Rubric*

**Summary of taped counseling assignments:**

- Tape #1: 10 minute session with classmate, critiqued by self and group
- Tape #2: 15 minute first session with a volunteer client, critiqued in class by student and a group member

- Tape #3: 20 minute second session with volunteer client, evaluated by instructor. (25 points)

**Attendance:**

Students are expected to attend all classes, to come on time and stay for the entire class. Students who miss all or part of two classes may not be able to complete the course.

**Grading System:**

Attendance, Participation & Technology	10 points
In-Class Skill Work	5 points
Group Presentation (group grade)	25 points
Research Paper	20 points
Take Home Case Studies (2 @ 7.5 pts)	15 points
Final (tape #3)	<u>25 points</u>
Total	100 points

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

A	95-100	points
A-	90-94	points
B+	86-89	points
B	82-85	points
B-	79-81	points
C	78 points and below	

**Required Texts:**

Ivey, A.,E., D'Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2007). *Theories of counseling and psychotherapy: A multicultural perspective (6<sup>th</sup> ed)*. Boston: Allyn & Bacon.

**Optional Text:**

Seligman, L. (2006). *Theories of counseling and psychotherapy: Systems, strategies and skills (2<sup>nd</sup> e.d)*. Upper Saddle River, NJ: Merrill, Prentice-Hall, Inc.

**Electronic Reserves (Required Reading):**

The following articles will be available on Electronic Reserves. Directions for accessing these articles will be provided in class.

Use the following link to search Electronic Reserves: <http://furbo.gmu.edu/OSCRweb/index.html>

The password for accessing Electronic Reserves is: Counselor

Cheston, S. E. (2000). A new paradigm for teaching counseling theory and practice. *Counselor Education & Supervision, 39*, 254-269.

Chung, R. C-Y, & Bemak, F. (2002). The relationship of culture and empathy in cross-cultural counseling. *Journal of Counseling & Development, 80*, 154-159.

**COURSE AGENDA \***

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Session/Date	Topic	Assignment
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**Class 1 – September 1**

Topic: Introductions, Course Overview, Counseling Skills  
 Skills: Our job in counseling, Basic Skills, Attending, Rapport, 'Self' in counseling, Listening, Minimal encouragers. Cultural concerns

**Class 2 – September 8**

Topic: Intentionality; Theories Skills: Basic Skills, Establishing a contract, helping the client tell story, Stages of Change	Reading: Before You Get Started, 1 -2 (Seligman Text: Ch. 1 – 2) Electronic Reserves: <i>Cheston</i> Assignment: <b>Blackboard Posting: Cheston</b>
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**Class 3 – September 15**

Topic: Psychodynamic Theories --Freud  Ways Paradigm, Depth Chart, maps, common mistakes, RCFF	Reading: Ivey Text: Ch. 3-5 (Seligman Text: Ch. 3-9) Psychoanalytic Terminology doc (bb)  <b>Assignment:</b> Complete Tape 1
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**Class 4 – 6 -- Saturday September 19 9:00 – 3:00 Robinson A 349**

Topic: Psychodynamic Theories – Adler Cognitive-Behavioral Theories  Skills: Listening theoretically, questions, disputing, interpreting, Important sentences, progression of mental health, Irrational Ideas, Self-disclosure, Immediacy	Adler - Reading: Ivey Text: 3-5 (Seligman Text: Chap. 3-9) Family Constellation - Birth Order doc  CBT - Reading: Ivey Text: Ch. 6-8 (Seligman Text: Chap. 15-21)  <b>Due:</b> Tape 1 In class review of Tape 1 Bring tape and recorder Self evaluation and peer evaluation due to instructor Electronic Reserves: <i>Chung &amp; Bemak</i>  <b>Assignment: Blackboard Posting: Reflection of Day, Adler/ CBT</b>  <b>Work on research paper</b>
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**Class 7 – September 22**

Topic: Transactional Analysis

Reading: Seligman Ch 12

**Due: Research Paper**

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**Class 8 – September 29**

Topic: Existential-Humanistic Theories

Reading: Ivey Text: Ch. 9-10  
(Seligman Text: 10-14)  
Existential-Humanistic terms

Skills: Integration of theory & technique

**Assignment:** Take Home Case Analysis 1  
(On BB - due via email 10/ 6)

**Blackboard Posting:**

Existential-Humanistic Theories

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**Class 7 – October 6**

Topic: Existential-Humanistic Theories

Reading: Ivey Text: Ch. 9-10  
(Seligman Text: 10-14)  
Existential-Humanistic terms

Skills: Integration of theory & technique

**Due: Take Home Case Analysis 1**  
(due via email)

**Assignment: Complete Tape 2**

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**Class 9 – October 13**

Review Tape #2 with classmate, critique  
due to instructor

Reading: Ivey Text: Ch. 11 - 13

Skills: Creative counseling techniques,  
counseling out of your seat

**Due: Tape 2 – Tape critique forms of self  
& peer**  
Prepare for Theory Presentations

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**Class 10 – October 20**

Theory Presentations:  
Multicultural Counseling Theory  
Feminist Counseling Theory

Reading: Ivey Text: Ch. 11 - 13

**Assignment:** Work on Tape 3, verbatim  
transcription

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**Class 11 – October 27**

Theory Presentations

Family Systems Theory  
Solution Focused Theory  
Narrative Therapy

Reading: Ivey Text: Ch. 14 - 15

**Assignment:** Work on Tape 3, verbatim transcription

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**Class 12 – November 3**

Topic: Skillful integration of theory and technique

Skills Practice: Putting it all together

Reading: Ivey Text: Ch. 14 - 15

**DUE: Tape #3, Verbatim Transcription & Analysis**

Provide tape, rubric and all paperwork in a large envelope labeled with your name.

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**Class 13 – November 10**

Topic: Recognizing and dealing with client Resistance, Closure,

**Assignment:** Final case analysis & essay (on Blackboard)

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**Class 14 – November 17 – Final Class Meeting**

Final Class Meeting

Topic: Recognizing and dealing with client Resistance, Closure

**DUE: Final Case Analysis & Essay due via email**

Course Evaluation

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**Class 15 – November 24**

All Class Materials Due

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\* Course agenda is subject to change at the discretion of the instructor