

**George Mason University
College of Education and Human Development
Counseling & Development**

EDCD 603: Counseling Theories and Practice

Fall 2011

Instructor: George McMahon
Office: Krug 201B
Email: hcmcmaho3@gmu.edu
Phone: 703-993-2087 (counseling office)
404-725-3244 (cell—texts are fine)
Class: Tuesdays 4:30 – 7:10 p.m.
Location: Science and Technology 1 room 224
Office Hours: W 1:30 – 3:00; Th 6:00 – 7:00 *or by appointment (preferred)*

Course Prerequisite: EDCD 602: Foundations of Counseling (can be concurrent)

Course Description

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.

Course Delivery

Lecture, class discussion, cooperative learning groups, experiential exercises.

Required Reading:

Sligman, L. & Reichenberg, L. W. (2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills* (3rd ed.). Boston: Pearson.

Halbur, D. A. & Halbur, K. V. (2011). *Developing your Theoretical Orientation in Counseling and Psychotherapy* (2nd ed.). Upper Saddle River, NJ: Merrill.

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.

Student Outcomes:

The following Course goals and corresponding objectives will guide this course. At the end of the course, students will:

- 1. Have a basic understanding of traditional and emerging counseling theories**
 - 1.1. Demonstrate an understanding of the rationale, development, and application of major theoretical approaches to counseling
 - 1.2. Know counseling interventions associated with each major theory
 - 1.3. Use counseling theories to conceptualize clients (II.5.d)
 - 1.4. Use counseling theories to inform treatment planning, including selecting counseling interventions (II.5.d)

- 2. Understand goals and process of counseling and the counseling relationship**
 - 2.1. Have an orientation to wellness and prevention as desired goals of counseling (II.5.a)
 - 2.2. Know counselor characteristics and behaviors that influence helping processes (II.5.b)

- 3. Understand appropriate application of theories with diverse populations and issues, and in various contexts.**
 - 3.1. Understand cultural perspective of theoreticians and context in which they were developed
 - 3.2. Understand how issues of privilege across dimensions of identity can affect conceptualization and counseling
 - 3.3. View all counseling as multicultural counseling, and address issues of culture and diversity within the counseling relationship.

- 4. Demonstrate effective use of basic helping skills (II.5.c)**
 - 4.1. Demonstrate attending skills including minimal encouragers, paraphrasing, restatement, questioning, challenging, and hypothesis generation
 - 4.2. Demonstrate basic skills connected to specific models, including conducting basic lifestyle assessment, completing thought logs, and designing behavioral modification programs
 - 4.3. Demonstrate an ability to give and receive helpful feedback regarding application of counseling skills
 - 4.4. Demonstrate an understanding of students current strengths and areas for growth related to relationship building, basic counseling skills, client conceptualization, and treatment planning.

- 5. Articulate an evolving theoretical perspective that fits with student's values and perspective**

**Counseling & Development Program 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

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

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>]
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

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 EDCE 606 or EDCE 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:

- o Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling.
- o Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.
- o Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 standards' core requirement as described in Section II.5: Helping relationships, standards a, b, c, & d)
- o American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

Course Requirements:

- 1. Students must have taken or be concurrently enrolled in ECDC 602**
- 2. Students must have an active GMU email account. *This is the official email address used by the Registrar, the Dean's office, and will be used for this class via Blackboard.* Students are responsible for all university of class email communications via their GMU email address. Thus, GMU email should be checked regularly.**
- 3. Students will use Blackboard as the primary web link to obtain course information and documents, turn in assignments, as well as to communicate with each other and with the instructor.**
- 4. It is the expectation of all C&D faculty that students will be on time and stay for the entire class periods, and be active participants in all class meetings. *Any student who misses more than one class will ~~be~~-not pass the class.* If you know that you will miss one class, you may want to think about taking the course another semester. If you have any questions about this or what may constitute an unexcused absence, please talk with your instructor as soon as possible.**

Course Assignments:

1. Participation (10 points)

As an introductory class, this class places a heavy emphasis on processing of information through class discussion, small group discussion, and participating in experiential activities. For this reason, class attendance and active participation is vital. Several factors will go into your participation grade, including: a) attendance, b) punctuality, c) active participation in class exercises, d) substantive contributions to class discussions that demonstrate analysis of information (not just how much you say), e) demonstrated ability to propose new ideas and/or build on others' ideas in a meaningful way, and f) give and receive useful feedback regarding counseling skills in a manner that is genuine and respectful.

2. Belief Statement (5 points)

Students will complete a very brief (2 pages) reflection paper regarding their views of the human condition, what leads people to experience difficulties, and what helps people overcome difficulties and thrive. The goal of this assignment is for students to articulate their own thoughts and perspective, not to relate their view to an existing theory.

3. Skills Tapes (20 points combined)

Three Audio or Video-recorded Counseling Sessions with a volunteer “client” will be completed and turned in by each student. Guidelines and an assessment rubric concerning this assignment can be found on Blackboard. Students are responsible for attaining their own audio or video equipment, although equipment may be checked out through the ITU support center. For more info visit <http://classtech.gmu.edu>.

Recording #1: Students will work together in small groups and each record a 10 minute counseling session using another student from class as a “client” and one as an observer. Students will review the session, complete a self-evaluation, collect feedback forms from both the volunteer client and an observer. The focus of these tapes will be on basic helping skills covered in weeks 1 & 2. Self-evaluation forms and observer feedback forms will be posted on Blackboard.

Recording #2: Students will find an adult volunteer (outside of the program) to participate in two faux 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, but not serious, issues. Appropriate issues can be “problems-in-living”, dealing with typical stressors, discussion a question that have been struggling with, or the like. *Volunteer clients should be discouraged from using these sessions to make major life decisions or discuss serious life issues. Likewise, a person who is currently seeing a counselor or therapist is not a suitable client for this assignment.*

At the start of session #2, the student counselor should describe confidentiality and its limits, assure the client that the recording will be destroyed immediately following its critique, and explain in basic terms the purpose of counseling and this assignment. Students will also transcribe (verbatim) any 5 minutes of the session. A signed permission slip will be available on blackboard. A recording of the session will be turned in along with the transcription, a self-evaluation, and a feedback form completed by a classmate. Session 2 should be about 25 minutes. Focus of this session will be on using basic counseling skills to help the client to tell her/his story and make some preliminary interpretations about the issue.

Recording #3: Student counselors will record a follow-up session with the same volunteer client which should last approximately 30 minutes. Students will transcribe a 10 minute section verbatim, and will identify counseling skills utilized during that 10 minute section. Students will turn in recording with transcription, self-assessment of the counseling session, and a feedback form completed by a classmate. Summary of recorded counseling assignments. The focus of this session is to demonstrate use of counseling strategies consistent with students’ theoretical approach, and to move client towards some type of action (again, appropriate to theoretical approach).

4. Case Studies (20 points combined)

Students will be given 3 case studies to complete throughout the semester. Students will read the case study from a particular theoretical perspective of their choosing, and will identify important information relative to their chosen approach, provide a brief conceptualization grounded in their approach, identify goals of counseling based on their approach, and identify specific strategies which could be utilized to help the client meet their treatment goals.

5. Mid Term Exam (10 points)

Students will complete a mid-term exam that will include both objective components (i.e., multiple choice) that will assess students' knowledge of basic theoretical tenets as well as subjective components (i.e., short essay) that will assess students' ability to apply their knowledge to counseling situations.

6. Developing Theoretical Orientation Paper (15 points)

Students will write a brief paper describing their developing theoretical perspective. This paper will articulate what the student, after being exposed to a variety of theories throughout the course, sees themselves using in their practicum and internship experiences. **The paper will a) describe the basic tenets of the students' theory and b) how they see themselves applying that theory to a specific population they believe they will be working with in the future.** It is understood that this developing theoretical perspective is a "work in progress", and the students' theoretical perspective need not correspond with any particular theory (i.e., it may be integrated, it represent a combination of two or more perspectives, or it may be your own view).

7. Counseling Skills self-assessment (10 points)

Students will use information they received from peers and the instructor throughout the class and in particular the recordings and provide a self-assessment of the student's current skill across 5 dimensions: relationship building, basic helping skills, client conceptualization, specific counseling skills, and treatment planning. Students will complete an evaluation form as well as provide a brief (2 page) narrative discussing strengths, areas for growth, and strategies to improve during the program.

8. Final Exam (10 points)

The Final Exam will include both objective questions (matching, true-false, multiple choice) and applied questions (short answer, comparison of theories, and case vignettes). The Final Exam will take place on **Tuesday, December ~~13~~15 @ 4:30.**

Tentative Schedule for CEHD 626 Fall 2011**

Date	Topics	Reading/Assignments Due
August 30 Class 1	Foundations: Course overview and expectations Creating an ILC Understanding Counseling and the Counseling Relationship Relevance of Theory <i>Basic attending skills</i>	Syllabus S&R, Ch. 1 H&H, Ch.1
Sept 5 Class 2	Foundations: Developing your Theory Culture and Helping Evidence Based Practice <i>Reflection of thought, feeling</i> <i>Summary</i>	H&H, Ch. 2 <i>Chung & Bemak</i> <i>McCleod</i> Belief Statements Due
Sept 13 Class 3	Models Emphasizing Background: Freud and Post-Freudians <i>Questioning, empathic curiosity</i>	S&R, Ch. 2-3, 5 Skills Tape #1 Due
Sept 20 Class 4	Models Emphasizing Background: Adler/Individual Psychology TA <i>Lifestyle assessment/Tentative Hypothesis</i>	S&R, Ch. 4 <i>Sonstegard</i>
Sept 27 Class 5	Models emphasizing Emotions: Person-Centered <i>Deep Empathy; reflection of meaning</i>	S&R, Ch. 7-8 Case Study #1 Due
Oct 4 Class 6	Models emphasizing Emotions: Existential, Interpersonal <i>Immediacy, use of Self</i>	S&R, Ch.9 <i>Teyber</i>
Oct 18 Class 7	Models emphasizing Thoughts: Cognitive and REBT <i>Identifying Cognitive Distortions</i> <i>Thought Logs</i>	S&R, Ch.12-14
Oct 25 Class 8	Models emphasizing Action: Behaviorism, Social Learning Theory, CBT <i>Behavior Modification/Token Economies</i> <i>Exposure techniques</i>	S&R, Ch. 15-16 Skills Tape #2 Due
Nov 1 Class 9	Models emphasizing Action: Reality Therapy/Choice Theory, Solution Focused Brief Therapy <i>Challenging, Interviewing for Solutions, Scaling techniques, Miracle question</i>	S&R, Ch. 17-18

Nov 8 Class 10	Postmodern models emphasizing context Feminist therapy, MCT, Ecological Counseling <i>Identifying Power dynamics ("Foot analysis"), ecological assessment</i>	S&R, Ch. 11 pp. 229-234 <i>Ivey et al.</i> <i>Ballou & West,</i> <i>Conyne & Cook, 2003</i> Case Study #2 Due
Nov 15 Class 11	Postmodern models emphasizing Meaning and Action Narrative Therapy, Social Justice Counseling <i>Narrative techniques, Empowerment through reconceptualizing social meaning</i>	S&R, Ch. 11, 220-229 <i>Monk</i> <i>Goodman & West-Olatunji</i> <i>Griffin & Steen</i> Skills Tape # 3 Due
Nov 22 Class 12	Emerging models emphasizing Mindfulness MSBR, ACT, DBT <i>Mindfulness exercises, values clarification</i>	S&R Ch. 19 Case Study #3 Due
Nov 29 Class 13	Emerging models emphasizing Integration Transtheoretical, DCT	S&R, Ch. 21-22 <i>Prochaska & Norcross</i>
Dec 6 Class 14	Putting it all together- The Counseling Process revisited	S&R, Ch. 23 <i>Hansen</i> Counseling Skills Self-Assessment due, Developing Theoretical Perspective Due
Dec 13 Exam	Final Exam	Final Exam

** Deviations may occur to support student learning and unique circumstances.