

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education**  
**Counseling and Development Program**

**EDCD 603 -001: Counseling Theories and Practice**

3 Credits      Spring 2014

**Tuesdays 4:30pm-7:10pm**

**Class Location: Robinson Hall B106**

Instructor:            Joya A. Crear, Ph.D.  
Office Hours:         By Appointment  
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**Course Description:**

- A. **Prerequisite:** Admission to the Counseling and Development program, and EDCD 602 taken previously or concurrently; or permission of the department. 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.
- B. **University Catalog Description:** Covers major theoretical approaches to counseling from a multicultural perspective and provides supervised introduction to basic skills.
- C. **Expanded Course Description:** 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.

**Learner Outcomes:**

This course is designed to enable students 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.

**Professional Standards:**

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.

**Required Text:**

Ivey, A.,E., D'Andrea, M., and Ivey, M. B., (2012). *Theories of counseling and psychotherapy: A multicultural perspective (7<sup>th</sup> ed)*. Boston: Allyn & Bacon.

**Additional Required Reading (E-Reserves): (password –practice)**

Eells, T. (2006). History and current status of psychotherapy case formulation. In T.D. Eells (Ed.), *Handbook of Psychotherapy Case Formulation* ((2<sup>nd</sup> ed., pp. 3-32). New York, NY: Guilford Press.

<http://magik.gmu.edu/cgi-bin/Pwebrecon.cgi?BBID=2031405>

(E-Book available through Mason library website)

Hulse, D. & Jennings, M. (1984). Toward comprehensive case conceptualizations in counseling: A visual integrative technique. *Professional Psychology: Research and Practice*, 15(2), 251-259.

Murdock, N. (1991). Case conceptualization: Applying theory to Individuals. *Counselor Education & Supervision*, 30(4), 355-366.

Ridley, C. & Kelly, S. (2006). Multicultural Considerations in Case Formulation. In T.D. Eells (Ed.), *Handbook of Psychotherapy Case Formulation* (2<sup>nd</sup> ed., pp. 33-64). New York, NY: Guilford Press.  
<http://magik.gmu.edu/cgi-bin/Pwebrecon.cgi?BBID=2031405>  
 (E-Book available through Mason library website)

## **Course Assignments and Examinations:**

### **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 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:**

- **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. [20 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, 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.
- **In-Class Skill Work:** Skill work activities include, but are not limited to: demonstration of counseling skills through demonstration, role-play, and recorded exercises, as well as the critique of another student's counseling tapes. [50 points]
- **Group Presentation:** The group presentation will provide the class with an overview of the assigned theory. Theory presentation topics are determined by the instructor and assigned to each group. The presentation should include a mixture of lecture, PowerPoint/Prezi, interactive opportunities, and a handout summarizing key concepts. Your group will also lead the class in either a discussion of

a journal article related to your topic OR a case analysis with this specific theory. Specific guidelines for the presentation and the handout will be provided on blackboard. The presentation should be no longer than 40 minutes including Q/A. [50 points]

- **Research Paper** concerning a specific counseling theory (a different theory than the one chosen for the group presentation) and use it to discuss its use or hypothesized use with a counseling issue. [60 points]

Paper requirements:

- Describe and apply a counseling theory (e.g, multicultural theory) to a current counseling issue (e.g., domestic violence among teens);
  - Choose a counseling issue related to a 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; (What makes you believe that this theory should be used to understand and/or treat this issue or population?)
  - 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: **6 page maximum** (not including cover, abstract, or references); and
  - Use of APA style 6<sup>th</sup> edition.
- **Take Home Case Studies:** Two take-home case conceptualization assignments will be posted on blackboard. Each is worth 60 points. [120 points]
  - **Two Video-recorded Counseling Sessions** with a volunteer client. Guidelines and an assessment rubric concerning this assignment can be found on Blackboard. Students must provide their own video equipment [100 points]

**Recording #1:** Students will conduct a recorded counseling session using another student from class. At the start of the session, the student counselor should provide the limits of confidentiality and conduct an “intake interview”. Student counselors will review the DVD, evaluate themselves (prior to class), and ask another student to listen and critique their DVD (in class). Also, please select any 5 minute portion of this session to write a verbatim transcript of this part of the session AND label evidence of at least 25 **incidents** of counseling skills. **This session will be graded primarily on the identification of skills on the transcript.**

**Recording #2:** Students will use the same client from Recording #1 for this assignment. This session can be a continuation of the same discussion points from Recording #1, therefore you do not need to review confidentiality. You will conduct a 20 minute counseling session, utilizing a range of counseling skills you learned in the course.

The student counselor will critique Recording #2 and will write a 2 page (double spaced) assessment of their counseling skills. (TaskStream)

### Summary of recorded counseling assignments:

- **Recording #1:** 10 minute session with classmate, critiqued by self (can be done prior to class) and classmate member (complete in class). The labeled DVD, the Self-Assessment worksheet including transcription and identification of 25 incidents of counseling skills are turned into the instructor at the end of class in a large envelope. This is to be a first session.
- **Recording #2:** 20 minute second session with the same classmate as the first recording, critiqued by you. The labeled DVD and the Self-Assessment worksheet and two-page essay are turned into the instructor at the end of class in a large envelope. (TaskStream)

### 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	15 points
In-Class Skill Work	45 points
Group Presentation (group grade)	60 points
Research Paper	60 points
Take Home Case Study #1	60 points
Take Home Case Study #2 (TASKSTREAM)	80 points
Recording #1	50 points
Recording #2 (TASKSTREAM)	80 points
<b>Total</b>	<b>450 points</b>

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

A	430-450	points
A-	405-429	points
B+	385-404	points
B	371-384	points
B-	356-370	points
C	355 points and below	

### TaskStream Requirements:

Every student registered for any Counseling and Development Program course with a required performance-based assessment is required to submit this assessment (*in this class there are two assignments to be submitted to TaskStream*), to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

<http://cehd.gmu.edu/api/taskstream>

### **GMU Policies and Resources for Students**

1. Students must follow the guidelines of the University Honor Code. See George Mason Honor Code( <http://oai.gmu.edu/honor-code/> ).
2. Students must agree to abide by the university policy for Responsible Use of Computing. [ See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
3. 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 Mason will be sent to students solely through their Mason email account.
4. 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 (including individual and group counseling, and workshops) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/> ).
5. Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability (ODS) and inform the instructor, in writing, at the beginning of the semester. (See <http://ods.gmu.edu/> ).
6. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
7. 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/> ).

### **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.html](http://gse.gmu.edu/programs/counseling/professional_performance.html)

**Core Values Commitment:**

The College of Education & 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/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>

### COURSE AGENDA \*

**Class 1**                      **January 21**                      **CANCELLED - Introductions and Course Overview**

**NO CLASS – January 28<sup>th</sup>**

**Class 1**                      **February 4**                      **Introductions and Course Overview**

**Class 2**                      **February 11**                      **Topic: Psychodynamic Theories – Freud**

Ivey Text: Chapters 1 & 3

**Class 3**                      **February 18**                      **Topic: Psychodynamic Theories – Adler**

Ivey Text: Chapters 4-5

Psychoanalytic Terminology doc (bb)

**Class 4**                      **February 25**                      **Topic: Cognitive-Behavioral Theories**

Reading: Ivey Text: Ch. 6

Family Constellation - Birth Order doc (bb)

*Electronic Reserves*: Eells (2006) **AND** Ridley, C. & Kelly, S. ( 2006)

**Class 5**                      **March 4**                      **Topic: Cognitive-Behavioral Theories**

Ivey Text: Ch. 7-8

Counseling Skills Boot Camp I

**March 11**                      **SPRING BREAK**

**Class 6**                      **March 18**                      **Topic: Logotherapy & Gestalt Counseling**

Ivey Text: Ch. 7-8

*Electronic Reserves* : Hulse, D. & Jennings, M. (1984) **AND** Murdock, N. (1991)

*In – class case analysis.*

**\*\*\*\* DUE: Research Paper\*\*\*\***

<b>Class 7</b>	<b>March 25</b>	<b>Topic: Existential-Humanistic Theories</b>
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Ivey Text: Ch. 10

*In class review of Recording 1*      **\*\* Bring DVD and player/headphones, and blank peer eval form\*\***

**\*\*\*Self - evaluation and peer evaluation due to instructor at the end of class**

<b>Class 8</b>	<b>April 1</b>	<b>Topic: Existential-Humanistic Theories</b>
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Ivey Text: Ch. 9

Existential-Humanistic terms (Bb)

**Due: Case Analysis I** (Bb)

<b>Class 9</b>	<b>April 8</b>	<b>Group Presentations &amp; Topic: Transactional Analysis</b>
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Ivey Text: Ch. 9

In-class case analysis II. –

**Developmental Counseling Theory Presentation**

<b>Class 10</b>	<b>April 15</b>	<b>Group Presentations</b>
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**Family Systems Theory Presentation**

**Solution Focused Theory**

<b>Class 11</b>	<b>April 22</b>	<b>Group presentations</b>
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**Multicultural Counseling Theory**

**Feminist Counseling Theory Presentation**

<b>Class 12</b>	<b>April 29</b>	<b>Integrating Theories</b>
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Ivey: Ch. 16

<b>Class 13</b>	<b>May 6</b>	<b>Integrating Theories &amp; Evaluation</b>
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**\*\*Due: Recording #2 & Analysis**

Provide name on DVD and on all paperwork in a large envelope labeled with your name.

**Include a self-addressed, stamped envelope if you want the DVD returned to you, otherwise, it will be destroyed.**

	<b>May 13</b>	<b>Email Assignment</b>
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**\*\*Due: Case Analysis #2 & essay (on Blackboard)**

DRAFT

**\*\*Reminder: Upload TASKSTREAM Assignments**

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

Rubrics for TaskStream are on the following pages

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<b>CASE CONCEPTUALIZATION RUBRIC</b>  CATEGORY /POINTS	<b>Exceeds Standards</b>  <b>(4 points)</b>	<b>Meets Standards</b>  <b>(3 points)</b>	<b>Approaching Standards</b>  <b>(2 points)</b>	<b>Below Standards</b>  <b>(1 points)</b>
<b>Identification of Theoretically relevant information</b>	Student provides a thorough list of information from case study that is relevant from the chosen theoretical perspective	Student provides an adequate list of information from case study that is relevant from the chosen theoretical perspective	Student's list of information from case study is limited, or is only tangentially relevant from the chosen theoretical perspective	Student does not provide an adequate list of information, or information is largely irrelevant from the chosen theoretical perspective
<b>Detailed Conceptualization of Client's Presenting Concern</b>	Conceptualization of Client's presenting problem is complete and clearly connected to tenets of the chosen theoretical perspective	Conceptualization of Client's presenting problem is appropriate and is adequately connected to tenets of the chosen theoretical perspective	Conceptualization of Client's presenting problem is missing important elements, and/or is not clearly connected to tenets of the chosen theoretical perspective	Conceptualization of Client's presenting problem is inadequate, and/or is not connected to tenets of the chosen theoretical perspective
<b>Goals of Counseling Process</b>	Student clearly identifies goals for the counseling process that are specific, clearly related to client's presenting problem, and congruent with chosen theoretical perspective.	Student identifies goals for the counseling process that are specific, related to client's presenting problem, and largely congruent with chosen theoretical perspective	Students identify goals for the counseling process, but goals are not specific, are not specifically related to client's presenting problem, and/or tangentially congruent with chosen theoretical perspective	Students do not identify goals for the counseling process, or identified goals are not related to client's presenting problem and/or are incongruent with chosen theoretical perspective
<b>Specific counseling strategies</b>	Student clearly identifies strategies for the counseling process that are specific, clearly related to client's presenting problem, and congruent with chosen theoretical perspective.	Student identifies strategies for the counseling process that are specific, related to client's presenting problem, and largely congruent with chosen theoretical perspective	Students identify strategies for the counseling process, but strategies are not specific, are minimally related to client's presenting problem, and/or tangentially congruent with chosen theoretical perspective	Students do not identify strategies for the counseling process, or strategies are not related to client's presenting problem and/or are incongruent with chosen theoretical perspective

<b>COUNSELING SKILLS RUBRIC</b>	<b>Exceeds Standards (4 points)</b>	<b>Meets Standards (3 points)</b>	<b>Approaching Standards (2 points)</b>	<b>Below Standards (1 points)</b>

**PBA Counseling Skills Rubric (TaskStream)**