

George Mason University
College of Education and Human Development
Counseling and Development Program

EDCD 609.001 - Advanced Counseling Skills and Strategies
4 Credits, Spring 2019
Wednesday 4:30 – 7:10 PM – Krug Hall Room 107 - Fairfax
Saturday (2/09) 9:00AM -4:30 PM – Krug Hall Room 107 Fairfax

Faculty

Name: Dr. Regine Talleyrand, Ph.D.
Office Hours: Wednesdays, 3-4:30 or by appointment; please email to schedule appt.
Office Location: Krug Hall Suite 202
Office Phone:
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Prerequisites/Co-requisites

Admission to CNDV program, EDCD 603

University Catalog Course Description

Covers counseling skills, process and strategies associated with major counseling theories. Provides intensive practice in both technical and conceptual skills with emphasis on self-awareness, case conceptualization, racial-cultural considerations, and supervised practice in a community setting.

Course Overview

EDCD 609 expands and refines the basic listening and attending skills learned in EDCD 603. The course will focus on therapist variables, self-knowledge and the counseling relationship as the essential elements for effective counseling. In addition, students can expect to develop expertise in case conceptualization and application of more advanced counseling skills. Students will study and practice techniques and strategies from major counseling theories while exploring the need for self-awareness and role of racial and cultural issues in the application of these approaches. Students will gain solid skills that will be the foundation for application of these approaches in laboratory courses; they will be able to plan a course of counseling that is consistent with their personal attributes and theoretical preferences while being attentive to the diverse needs of clients.

Course Delivery Method

This course will incorporate lectures, full class and small group discussions and individual, group and peer supervision, student presentations, personal reflection, and hands-on learning activities. This course will be delivered using a lecture format.

Learner Outcomes or Objectives

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

1. Apply basic counseling skills with increased consistency and effectiveness.
2. Understand and apply the technical and conceptual skills associated with major counseling theories, principles and topics.
3. Demonstrate self-awareness with regard to personal values and biases and racial/cultural worldview.
4. Integrate all aspects of counseling such as; assessment, goal clarification, objectives,

establishment of therapeutic relationship, the progression of the session and effective termination.

5. Provide clear and constructive feedback to classmates.
6. Accept and implement feedback from the instructor and classmates.
7. Display an ongoing commitment to personal growth and development.

Professional Standards (CACREP)

Upon completion of this course, students will have met the following professional standards:
CACREP 2016 Standard 5:C3Clinical Mental Health Counseling Practice

- 5.C.3A: Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- 5.C.3B: techniques and interventions for prevention and treatment of a broad range of mental health issues

Required Texts

1. Ivey, A. E., & Ivey, M. B. (2014). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (8th ed.). Pacific Grove, CA: Thomson/Brooks/Cole.
2. Lukas, S. (2012). *Where to start and what to ask: An assessment handbook*. New York, NY: W.W. Norton and Company
3. Rubin, L. (2003). *The Man with the beautiful voice*. Boston: Beacon Press.
4. Seligman, L. (2004). *Diagnosis and treatment planning in counseling* (3rd ed.). New York, NY: Kluwer Academic/Plenum Publishers.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments and/or Examinations

Written Assignments

All written assignments must be typed and must follow APA (6th edition) 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 the assigned dates, and will receive a penalty for late assignments.

Transcript (no points assigned)

Students will transcribe the full first session with their class client—transcripts will include transcribed statements, list of interventions used for each statement, interventions that could have been used (if any) and a paragraph detailing students' strengths and growth areas. ***Due 2/20 for Group A and 2/27 for Group B.***

Paper 1: (2-3pages) (10 points) (APA STYLE)

In "A Man with a Beautiful Voice," Lillian Rubin discusses her clinical work with psychotherapy clients. Choosing one of the cases, briefly describe the client and his/her presenting issues. Examine and comment on any issues of countertransference (the feelings/reactions the therapist has toward the client) and how Rubin deals with it, within the context of the therapeutic relationship. What is your assessment of the effectiveness of the therapist and the accuracy of her understanding of the client's issues? Make comments on interventions that you thought were therapeutically helpful or not helpful. When appropriate,

make suggestions on how you may have worked differently with the client (**maximum 2-3 pages plus title page**). *Due: 3/6/18.*

Paper 2: Advanced Counseling Skills Paper (Performance Based Assessment) (30 points) (APA style required) The purpose of this paper is for you to reflect on your work with your real client and to assess your counseling skills at this point in your training. This is not a research paper.

Part 1 (3-5pages):

A. Write a biopsychosocial assessment of your client. Chapter 13 (How to write an assessment) in the Lukas text provides some ideas on how to write this assessment. **NOTE:** the final section of the assessment discussed by Lukas is the DSM Diagnosis. Rather than providing a DSM diagnosis, I want you to discuss descriptively what you think are the current life challenges facing your client, and the extent to which your client is currently able to meet those challenges.

B. Client Conceptualization. Provide the underlying reasons for the life challenges (described above)—relate your rationale to a theoretical approach.

C. Write a concise Treatment Plan (using the standardized format that we have studied). The treatment plan should include both goals (short and long term) and objectives, your counseling/theoretical approach(s) and why you chose this approach, and techniques you implemented/could implement in the future.

Part 2 (2 pages): Summary of Sessions

Briefly summarize each session you had with your real client. In your summary include the goal of the session, what counseling approach you used, what techniques were incorporated and your overall assessment of each session.

Part 3 (2-3pages): Summary of Counseling Skills Assessment

A. Based on your review of the video tape of your sessions with your real client, critically evaluate your effectiveness as a counselor during those sessions, i.e., your ability to be present and empathically engaged with your client, interventions you made that you believe were helpful, interventions you made that you believe were not helpful, any issues that arose during the session which you found particularly challenging, your overall evaluation of your effectiveness with the client, and areas you may want to pursue if you were to continue with your client. In your critique of your work, give direct quotes from your video to exemplify the points you are making. In this discussion I expect you to assess both your strengths and growth areas as a helper at this point in your professional development, and your plan for addressing, over time, what you judge to be areas in which you need growth, improvement, change or help. *Due: May 8 (10 pages maximum) at 4:30pm; upload to TK20 and bring hard copy to class.*

Examinations/Evaluations

Counseling Quiz (10 points)

A brief quiz related to counseling material discussed in class will be administered on *March 6th.*

Counseling Skills Evaluation (20 points)

You will be evaluated by your instructor at the end of the semester on your ability to build a therapeutic relationship with your clients and to use appropriate counseling skills. A rubric (posted on BB) will be used to evaluate your counseling sessions and skills. Students will receive skills/counseling sessions feedback (feedback from peers and instructor) throughout the semester and have the opportunity to discuss their progress with the instructor.

Counseling Sessions

Students will participate in (7) 45 to 50 minute counseling sessions this semester—2 with an assigned class client and 5 with a real client (602 students or HDFS undergraduate students). You will transcribe the complete first session with your class client which will be due no later than **2/20** (Group A) or **2/27** (Group B). *All class client sessions should be completed by March 20th and all real client sessions should be completed by May 8th at the latest.*

Video Case Presentations (2)

You will have the opportunity to present two video case presentations to the class. Your first video presentation (**Class client: March 20th; 15 minutes**) will consist of a review of your two sessions with your assigned class client. A case conference protocol will be completed prior to presenting your client (protocol rubric posted on BB) and will be due via email on **Monday, March 18th**. Your second presentation (“Real client”; **May 1 or May 8; 20 minutes**) will consist of a review of the counseling sessions you experienced with your real client. During the presentation, you will demonstrate your ability to: 1) conceptualize a client and his/her presenting concerns and 2) demonstrate the ability to implement counseling interventions. Both presentations are an opportunity for you to receive skills feedback.

Other Requirements

Class Attendance:

Students are expected to attend each class and complete all reading assignments for class. Due to the limited time class attendance is indispensable. Therefore, it is expected that students will attend all classes (which includes arriving on time and staying for the entire class). This course relies heavily on experiential exercises to foster skill development therefore attendance at all class sessions is critical. Please consider that absences will not only affect individual student learning, but will negatively impact other class-members as well. Students who miss more than (1) class with unexcused absences will not receive a passing grade for the course. Late arrivals to class will affect your class participation grade; arriving more than 15 minutes late to class without prior instructor notification will count as an unexcused absence. If there is a scheduling conflict that interferes with attendance during any portion of the class, students should see the instructor on the first class to discuss continuing in the class this semester or taking the course during another semester. **I will end my portion of the class at 6:55 and spend the next 15 minutes responding to class related questions (e.g., class assignments, counseling techniques). All other student concerns (e.g., personal requests) should be addressed during my office hours (see first page of syllabus for designated office hours).**

Class Participation (20 points):

Classroom participation is a vital part of this course. Students will contribute to class discussions and engage in all the activities including student role-play interviews, counseling dyads/triads and process observation. Students’ progress in applying skills and strategies and providing feedback to classmates will be monitored weekly by the instructor. Students are also encouraged to complete weekly practice exercises from the Ivey & Ivey text. **A video recorder will be required by all students for practicing counseling skills throughout the course.** Specific class activities will include simulated counseling dyads and process observation as well as “real” counseling sessions with community clients/GMU students.

Pedagogical Approach:

This course is designed to provide you with the opportunity to explore and expand your repertoire as a helping professional and counselor in training. My aim is to collaborate with you to create a learning environment, which is welcoming, safe, challenging, stimulating and rewarding. It is important that you be engaged in the work of this course in the service of broadening and deepening your abilities to express, explore and evaluate your thoughts, feelings and actions as they impact your responsibilities and competencies as a counselor. Much of the time in the classroom will be devoted to engaging in counseling sessions, group discussion and processing of those experiences. I do not intend to do much formal lecturing, however, there will be some topics that I will want to contextualize and present didactically. For the most part, I would like the class to function in a seminar-like fashion. It is my belief that central to one's capacity to be an effective clinician/therapist is the ability to develop therapeutic relational competence. Among the components of this are, e.g., **the ability to communicate to the client one's respect for their personhood; the capacity to empathize with the client and communicate that empathic awareness to the client; the capacity to be fully present with the client; the ability to make the client feel/trust that one is present on his or her behalf; the ability to give the client reason to trust you; the ability to be an effective participant-observer of the relational process (this includes awareness of transference and countertransference issues) thereby ensuring the client's safety within the therapy relationship; and the ability to tolerate ambiguity.** This list is not exhaustive but rather illustrative of the concepts I have in mind. The achievement of therapeutic relational competence takes time, reflection, self-evaluation, supervision, and experience. Although I do not expect that you will be experts at the end of this course, I am committed to fostering a learning environment in which you will feel safe enough to try things, thereby allowing you to learn from both your successes and your mistakes.

Grading

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| 1. <u>Paper 1</u>: Book Review (10) (due 3/6) | 2. Counseling Quiz (10) (on 3/6) |
| 3. Counseling Skills Evaluation (20)
(Rubric for skills evaluation posted on BB) | 4. <u>Paper 2</u>: Advanced Counseling Skills (40)
(PBA; due 5/8 on BB/TK20-rubric on BB) |
| 5. Class Participation (20) | |

Grading Policies

Grading will be based primarily upon the significance, thoroughness, accuracy, relatedness, logic and degree to which points made are effectively supported. Papers receiving an "A" grade will be outstanding in each area. Grammar and style will be taken into account when they detract from the presentation or understanding of the professional arguments made. Points/grade will be deducted from assignments that do not follow APA guidelines and/or exceed the page limit. Late assignments will not be accepted unless there is a reasonable excuse (e.g. emergency with an immediate family member, illness with doctor's note). **Failure to comply with C&D program professional dispositions may impact course grade.**

Grading Scale

A=100-97; A-=96-94; B+=93-91; B=90-87; B-=86-84; C=83-80; F=below 79

Every student registered for EDCD609 is required to submit the Advanced Counseling Skills Paper (Paper #2) to Tk20 in Blackboard. Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN

grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/> Students are expected to exhibit professional behaviors and dispositions at all times. **C&D Program Professional Dispositions (posted on BB) will be passed out and reviewed on the first day of class.**

Tentative Class Schedule

Meeting Days	Readings/Assignments Due (in bold)
January 23	Introductions/ground rules, syllabus review; counseling skills assessment
January 30	Building Rapport Review of Theories/Case Conceptualization/Skills Ivey ch. 1, 3, 4, 5, & 6; Seligman (pages 191-221)
February 6	Informed Consent; First Interview, MSE & Risk Assessments, Ethics Lukas ch. 1, 2, 8, 9, 10, 11; Ivey ch. 2, 7, 8, 9 Seligman (pages 127-158).
February 9 (Sat)	Practice First Sessions (Sessions will take place in counseling lab in KH113 and recorded for Dr. Talleyrand). Send recording to Dr. T by 2/11
February 13	Session 1 Class Client/Video Recording/Peer Feedback (Group A)
February 20	Session 1 Class Client/Video Recording/Peer Feedback (Group B); First class client session transcripts due for Group A
February 27	Assessment/Treatment Planning/Record Keeping/Termination Ivey ch. 10, 11, 12, 13, 14; Lukas ch. 13; Seligman ch. 4, 6, 11 First class client session transcripts due for Group B
March 6	Crisis Intervention/Assessment Self-Disclosure/Feedback Ivey ch. 15, 16 Paper #1 due Counseling quiz
March 13	Spring Break-no classes; complete class client sessions by end of week
March 20* (4pm start)	Class Client Presentations, (Class Client Protocol due 3/18—format posted on BB); prep for and assign real clients
March 27	No formal class session--Contact real clients and begin real client counseling sessions or conduct counseling session prep
April 3	Group supervision for real clients
April 10	Group supervision for real clients
April 17	No class- conduct counseling sessions/counseling sessions prep
April 24	Individual Supervision sessions (30 minute individual sessions with Dr. Talleyrand; no formal class meeting)
May 1	Final Real Client Case Presentations
May 8	Final Real Client Case Presentations/Class wrap up Paper #2 due (Uploaded to BB/Tk20 and bring hard copy to class) Informed Consent Forms and Counselor Evaluations Due

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

***Class will start at 4pm.**

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.