

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

EDCD 609 (001) - Advanced Counseling Skills and Strategies
4 Credits, Fall 2016
Wednesday 4:30 – 7:10 pm – Krug Hall Room 107
Sunday (9/18) and Sunday (11/13) 9:00 am – 4:30 pm – Krug Hall Room 107

Faculty

Name: Dr. Regine Talleyrand, Ph.D.

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Prerequisites/Corequisites

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, cooperative learning groups, student presentations, personal reflection, and hands-on learning activities.

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)

EDCD 609 is a core course in the Community and Agency Counseling Program and builds on the foundational knowledge base obtained in EDCD 603 for the M.Ed. degree in Counseling and Development. This advanced course provides students with the skills needed to function successfully in a practicum or internship placement. The course approaches counseling and the understanding of adults from a multidisciplinary framework inclusive of social, political, economic, familial and psychological factors that affect counseling with this population. After taking both EDCD 603 and EDCD 609, students will have studied and practiced the techniques of major counseling treatment systems and their application to adults. Students will have a foundational understanding of the relationship between counselor self-awareness and counseling practice. Students will have a solid foundation for application in laboratory course and can begin to identify which theories of counseling are more suitable to their personal attributes and professional interests.

EDCD 609 fulfills the requirements of the following professional organizations

Virginia Department of Health Professions requirement that Licensed Professional Counselor (LPC) 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.

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.

Recommended Texts

Complete Adult Psychotherapy Treatment Planner (Jongsma)

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 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.

Paper 1 (10 points) (NO APA STYLE NEEDED)

Provide a transcript of your first session with your client. Transcribe all statements and label the types of counseling interventions used by you and what you could have done differently (a table format can be useful). Also include a separate paragraph or two highlighting your strengths and growth areas. *Due via email to Dr. Talleyrand on Saturday, September 24th*

Paper 2: (no more than 4 pages) (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 4 pages plus title page)**. *Due: October 12*

Paper 3: Advanced Counseling Skills Paper (Performance Based Assessment) (40 points) (APA)

The purpose of this paper is for you to reflect on your work with your assigned class client and to assess your counseling skills at this point in your training. This is not a research paper.

Part 1 (3-4 pages):

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 psychological challenges (**underlying issues/client conceptualization**) facing your client, what you regard as the current life challenges facing your client, and the extent to which your client is currently able to meet those challenges.

B. 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 approach(s) and why you chose this approach, and techniques you implemented/could implement in the future.

Part 2 (2 pages):

A: Briefly summarize each session you had with your class 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 (2-3 pages):

A. Based on your review of the video tape of your sessions with your class 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: November 2nd (10 pages maximum)

Paper 4: Final Class Reflection Paper (10 points) (no more than 4 pages) (APA STYLE)

Paper #4 will be a final summary of your experience in the class including your experiences working with a “real” client in the community (Service Learning Project-SLP) as well as how your skills have developed throughout the semester. In addition, this paper will discuss what you have learned about yourself (personally and professionally) throughout this process. The SLP will be discussed in greater detail during the first night of class. *Due: December 7, 2016*

Video Case Presentations/Case Conference Write Up (2)

You will have the opportunity to present two video case presentations to the class. Your first video presentation (**Class client: October 19th or 26th; 15 minutes**) will consist of a review of an actual counseling session (sessions 2 or 3) with your assigned class client. A case conference protocol will be completed prior to presenting your client. Your second presentation (**“Real client”; November 30th or December 7th; 15 minutes**) will consist of a review of the counseling sessions you experienced with an actual client in the community. During the presentations you will demonstrate your ability to: 1) conceptualize a client and his/her presenting concerns, 2) conceptualize a counseling plan and 3) demonstrate the ability to implement a counseling intervention. The second presentation/write up will be graded and due on your presentation date (see grading section).

- **Other Requirements**

Course Expectations

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.

Class Participation:

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 needed for practicing and critiquing 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.

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 practice counseling sessions (role-plays) and group discussion and processing of those experiences. We will also spend time discussing a range of issues that relate to the counseling process. 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.

- **Course Performance Evaluation Weighting**

Paper One (10)

Paper Two (10)

Paper Three (30) (PBA)**

Paper 4 (10)

Real Client Presentation/Protocol (20)*

Class Participation (20 points)

- **Grading Policies**

Grading Policy

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).

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 any Counseling and Development course with a required performance-based assessment is required to submit this assessment, Advanced Counseling Skills Paper to Blackboard (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 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

Students are expected to exhibit professional behaviors and dispositions at all times.

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://oai.gmu.edu/the-mason-honor-code/>).

- 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/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

Class Schedule

Meeting Days	Readings/Assignments Due (in bold)
August 31	Introductions/ground rules, syllabus review; counseling skills assessment
September 7	Building Rapport Review of Theories/Case Conceptualization/Skills Ivey chps. 1, 3, 4, 5, & 6; Seligman (pages 191-221)
September 14	Informed Consent; First Interview, MSE & Risk Assessments, Ethics Lukas chps. 1, 2, 8, 9, 10; Ivey chps. 2, 7, 8, 9 Seligman (pages 127-158).
September 18 (Sun.)	First Class Session 1/Video Recording/Live Session
September 21	Feedback from Session 1/Planning for session 2 (Paper 1 due 9/24)
September 28	Continued Feedback from Session I
October 5	Assessment/Treatment Planning/Record Keeping/Termination Ivey chps. 10, 11, 12, 13, 14; Lukas chp. 13; Seligman chps. 4, 6,11
October 12	Crisis Intervention/Assessment Self-Disclosure/Feedback Ivey chps. 15, 16 Paper #2 due (Book Reaction) Prep for “real clients”; should complete sessions with class client this week
October 19* (4pm)	Session III Presentations (case protocol due 10/17)
October 26* (4pm)	Session III Presentations (case protocol due on 10/24) (Start working with “real” community clients)
November 2	Group supervision for real clients (Paper #3 Advanced Counseling Skills Paper/video due)
November 9	Group supervision for real clients
November 13 (Sun)	Individual Supervision sessions
November 16	Group Supervision for real clients
November 23	No class—Thanksgiving break
November 30 (4pm)	Final Class Presentations (All real client sessions should be completed)
December 7 (4pm)	Final Case Presentations/Class wrap up Paper #4 (Final Reflection Paper) due

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

Assessment Rubric(s)

EDCD 609: Advanced Counseling Skills Paper/Oral Presentation

Assignment Guidelines:

You will present a formal case study to the class based on your counseling experiences with your role play client. This case study presentation/paper will demonstrate your ability to: 1) conceptualize a client and his/her presenting concern, 2) create a counseling treatment plan and 3) demonstrate the ability to implement a counseling intervention using appropriate counseling skills. You will provide a written case conference protocol to the class two days prior to your presentation. Class members are expected to familiarize themselves with the cases and serve as part of a treatment team. This course requirement is the performance-based assessment activity for this course and is described in 2009 CACREP Standards for Clinical Mental Health Counseling: Counseling, Prevention and Intervention C.1, C.3, D.1, D.3; and Assessment G.1, H1 [20 points].

EDCD 609: Advanced Counseling Skills

<i>Levels:</i>	Exceeds 4	Adequate 3	Emerging 2	Not Present 1
<i>Criteria:</i>				
Biopsychosocial Assessment 10 points	The biopsychosocial assessment (BPS) is well written and free of grammatical errors. It includes seven-to- nine elements pertaining to client background information and summary of client challenges. The BPS demonstrates the ability to communicate clearly and succinctly a conceptualization of the client and the client’s status in treatment.	The BPS is well written with few grammatical errors and includes five-to-six elements pertaining to client background information and two-to-three elements concerning summary of client challenges. The BPS partially demonstrates the ability to communicate clearly and succinctly the client’s status in treatment.	The BPS has some grammatical errors, and includes fewer than four elements pertaining to client background, client challenges and conceptualization.	The BPS has fewer than two elements pertaining to client background information, summary of client challenges, and client conceptualization and does not clearly communicate client’s status in treatment. .
Treatment Plan 10 points	All elements of the treatment plan are present. There is an identified problem, goal, objective, and corresponding intervention. The treatment plan is clearly linked to the biopsychosocial assessment.	All elements of the treatment plan are present. There is an identified problem, goal, objective, and corresponding intervention. The treatment plan is partially linked to the biopsychosocial assessment.	Some elements of the treatment plan are present. There is an identified problem, goal, objective, and corresponding intervention but it is not linked to the BPS	Few elements of the treatment plan are present. Elements of the treatment plan include an identified problem, goal, objective, and corresponding intervention. Elements not linked to BPS.

<p>Implementation and Assessment of Counseling Interventions</p> <p>10 points</p>	<p>The counseling interventions used corresponds to the treatment plan and biopsychosocial assessment. Counseling theory and multicultural skills are present. Identified strengths and growth areas are clearly articulated and discussed.</p>	<p>The counseling interventions used corresponds to the treatment plan and biopsychosocial assessment. Counseling theory and multicultural skills are present. Some strengths and growth areas discussed.</p>	<p>There is an identified counseling intervention but it does not correspond to the client's treatment plan and biopsychosocial assessment. Counseling theory and multicultural skills are not present and few strengths and growth areas discussed.</p>	<p>There is no identified counseling intervention or discussion of counseling strengths and growth areas.</p>
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Total points for this assignment are 30