

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

EDCD 603.001 – Counseling Theories and Practice  
3 Credits, Spring 2020  
Tuesdays, 7:20 - 10:00 PM – Krug Hall Room 107 – Fairfax

**Faculty**

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**Prerequisites/Corequisites**

Admission to CNDV program; EDCE 602 or concurrent

**University Catalog Course Description**

Covers major theoretical approaches to counseling from a multicultural perspective and provides supervised introduction to basic skills.

**Course Overview**

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. 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. EDCE 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. EDCE 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.

**Course Delivery Method**

This course will be delivered using a combination of lecture, class discussions, small group discussions, Blackboard discussion, group presentations, assigned readings, experiential exercises, multi-media presentations, counseling skills demonstration and practice to advance and evaluate students' knowledge and skills.

**CACREP Standards/Learner Outcomes or Objectives**

Upon completion of this course, students will have met the following professional standards:

1. Understand theories and models of counseling (2.F.5.a)
2. Demonstrate a systems approach to conceptualizing clients (2.F.5.b)
3. Identify ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (2.f.5.d)
4. Understand the development of measurable outcomes for clients (2.F.5.i)
5. Apply evidence-based counseling strategies and techniques for prevention and intervention (2.F.5.j)

## Required Texts

Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*. Boston: Cengage.

## 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

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, 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.

### Attendance, Participation & Technology (5 points)

Active participation and high levels of performance in all class and lab activities are expected. Students are expected to attend all classes and come to class prepared having completed all reading and written assignments. *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 (10 points)

Skill work activities include, but are not limited to: demonstration of counseling skills through demonstration, role-play, and case studies, as well as the critique of another student's counseling tapes. Students will also be expected to participate in activities in class that help them to better understand themselves, their clients, and major counseling theories (e.g., lifeline, genogram, lifestyle assessment, etc.).

### Case Conceptualizations (45 points total)

Students will complete a number of case conceptualizations. Each case conceptualization is worth 10 points and will be submitted electronically (Bb). You will write no more than a one page reflection conceptualizing your client, how the currently theory fits or doesn't fit, how you plan to incorporate said theory in the session and what counseling skills do you anticipate using.

### Two video-recorded Counseling Sessions (40 points total)

Two video-recorded counseling sessions with a classmate are to be completed and submitted to the instructor on a flash drive labeled with the student's name. Guidelines, forms, and assessment rubric concerning this assignment can be found on Blackboard. Students must provide their own video equipment.

### Recording 1 (20 points)

Students will conduct a recorded counseling session using another student from class. The student counselor should provide the limits of confidentiality at the start of the session and then conduct a fifteen (15) minute first session. Student counselors will review the recording, complete a self-evaluation form (prior to class), and the student partner will complete a peer evaluation form reviewing the session. Please select any ten (10) 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 the use of counseling skills. This session will be graded primarily on the identification of skills and transcription. The student counselor will critique recording one and will write a two-page (double-spaced) overview and assessment of their counseling skills. The counseling skills overview and assessment will include: a personal reflection on the session, basic skill and relationship development, and areas for growth and improvement.

#### Recording 2 (20 points)

Students will use the same student 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 learned throughout the course. **This recording should reflect your theoretical orientation of choice and termination of a session.** Please select a ten (10) minute portion of the session to write a verbatim transcript of it and label evidence of at least **25 incidents** of the use of counseling skills. The student counselor will critique recording two and will write a two-page (double spaced) overview and assessment of their counseling skills. The counseling skills overview and assessment will include: areas of skill development and student growth throughout semester, areas for future growth and improvement, as well as theoretical areas of interest.

#### *Summary of recorded counseling assignments:*

*Recording 1:* You may upload your video to YouTube or google drive. The peer and self-evaluation forms, a ten-minute verbatim transcript of the session, labeled with 25 incidents of counseling skills; two-page assessment of counseling skills should be uploaded to Blackboard.

*Recording 2:* You may upload your video to YouTube or google drive. Complete the self-evaluation form (Bb); a ten-minute verbatim transcript of the session, labeled with 25 incidents of counseling skills; two-page assessment of counseling skills should be uploaded to Blackboard.

#### **Other Requirements**

APA Format: Students in Counseling & Development courses are expected to use APA style (6<sup>th</sup> Ed.) for written papers.

Electronic Devices: **Turn off and put away all electronic communication devices during class.** Cell phones and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant reduction in your participation grade. Notify the instructor prior to class if you have an emergency situation that requires accommodation.

Attendance: In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. Two or more unexcused absences will result in loss of course credit. Attendance on the first day of class is required. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

Course Requirements: Each student is expected to: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, (4) participate in discussions and in-class work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard and/or to the instructor as a hard copy as assigned.

**Plagiarism:** Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may not be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism."

### Grading:

<b>GRADED ASSIGNMENTS:</b> Grades will be posted to Blackboard	
Attendance, Participation & Technology	5 points
In-Class Skill Work	10 points
Case Conceptualizations	45 points
Recording 1	20 points
Recording 2	20 points
<b>Total Points - 100</b>	

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

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

### Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

### Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
<b>Basic</b>	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2

<b>Intermediate</b>	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
<b>Advanced</b>	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

**N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

## Class Schedule

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

Week	Readings	Topics	Assignment(s) Due	CACREP
1: Jan 21	Ch. 2	Introductions and Course Overview Stages of Change The Counselor: Person and Professional		1,2,3,4,5
2: Jan 28		Multicultural Counseling, Micro skills <i>Counseling Skills Practice</i>		
3: Feb 4	Ch. 4	Psychoanalytic Therapy <i>Counseling Skills Practice</i>	Case Conceptualization	1,2,3,4,5
4: Feb 11	Ch. 5	Adlerian Therapy <i>Counseling Skills Practice</i>		
5: Feb 18	Ch. 6	Existential Therapy <i>Counseling Skills Practice</i>	Case Conceptualization	1,2,3,4,5
6: Feb 25	Ch. 7	Person Centered Therapy <i>Counseling Skills Practice</i>	Case Conceptualization	1,2,3,4,5
7: Mar 3	Ch. 8	Gestalt Therapy <i>Counseling Skills Practice</i>	<b>DUE: Recording #1 &amp; all supporting docs</b>	1,2,3,4,5
8: Mar 9		<b>Spring Break</b>		
9: Mar 17	Ch. 9	Behavior Therapy <i>Counseling Skills Practice</i>	Case Conceptualization	1,2,3,4,5
10: Mar 24	Ch. 10	Cognitive Behavior Therapy <i>Counseling Skills Practice</i>	Case Conceptualization	1,2,3,4,5
11: Mar 31	Ch. 11	Reality Therapy <i>Counseling Skills Practice</i>	Case Conceptualization	
12: Apr 7	Ch. 12	Feminist Therapy <i>Counseling Skills Practice</i>	Case Conceptualization	
13: Apr 14	Ch. 13	Postmodern Approaches <i>Counseling Skills Practice</i>	<b>DUE: Recording # 2 &amp; all supporting docs</b>	1,2,3,4,5
14: Apr 21	Ch. 14	Family Systems Theory <i>Counseling Skills Practice</i>		1,2,3,4,5

15: Apr 28	Ch. 15	Integrating Theories: Putting it all together <i>Final Class Meeting</i>	Case Conceptualization	1,2,3,4,5
16: May 5		<b>Reading Day</b>		

### **Counseling and Development Mission Statement**

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

### **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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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