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Department of Counseling and Psychology

COUN 5357-110, Methods and Practices in Counseling

Fall 2019

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: *Levi McClendon, Ph.D., LPC, NCC, NCSC, CSC*

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Office Hours: 11:00am-3:00pm Mondays, 12:00pm-2:00pm Wednesdays, 11:30-1:30pm Thursdays

Class Time: 6:00pm-8:15pm Mondays/Wednesdays

Class Location: Warrior Hall, Room 313

Mode of instruction and course access:

This course meets face-to-face, (with supplemental materials made available online).

This course uses the A&M-Central Texas Canvas Learning Management System

[<https://tamuct.instructure.com>].

Student-instructor interaction:

Email is checked daily during the weekdays (Monday-Friday). An email sent on Friday will be read and replied to the following Monday. Please provide at least a one week request for an appointment outside of my office hours.

COURSE INFORMATION

Course Overview and description:

The course is designed to introduce Counseling pre-interns to methodology that goes beyond building basic counseling skills and techniques. The course will also teach students the basics of professional documentation and treatment planning. It will also include legal issues related to counseling and psychological services and introduce basic business practices. Prerequisite: COUN 5350 or approval of Dean.

Course Objective:

1. *Students will demonstrate counseling skills, techniques, and personality characteristics consistent with ethical counseling practice.*

Course Student Learning Outcomes:

- 1. Students will demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients.*
- 2. Students will demonstrate an understanding of crisis intervention and suicide prevention models, including the use of psychological first aid for at-risk suicidal clients.*
- 3. Students will demonstrate understanding of counseling methods and techniques, including skills and appropriateness of intervention, insight into their limitations as a counselor, need for referral, and other related skills tied to best practice counseling.*

COLLEGE MISSION STATEMENT

The mission of the Texas A&M-Central Texas College of Education is to provide students in professional education and other human services with a quality education through academic, cultural, and leadership experiences, and to provide leadership through scholarship and service to the extended community and profession. Programs in College of Education prepare students for challenging, gratifying, and socially significant careers in education, counseling, and psychology. In addition to its teaching function, the program has a strong service commitment to public schools and human service agencies.

COUNSELING PROGRAM MISSION STATEMENT

The mission of the Texas A&M University-Central Texas Counseling Program is to prepare professional counselors grounded in multicultural competence to meet the diverse needs of individuals and families in Central Texas and beyond. Graduates from our Master's in counseling program demonstrate the necessary counseling knowledge, skills, dispositions, professional identity and scholarship enabling them to enrich the quality of all peoples' lives as well as secure positions within the profession. The program emphasizes overall competency-based performance as well as the promotion of our students optimal state of health and wellness to foster continuous professional growth

COUNSELING PROGRAM OBJECTIVES:

1. Clinical Mental Health Counseling graduates will develop strong professional identities as counselors.
2. Clinical Mental Health Counseling graduates will establish helping relationships with diverse clients.
3. Clinical Mental Health Counseling graduates will use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations.
4. Clinical Mental Health Counseling graduates will use theories and models to guide their professional practice.
5. Clinical Mental Health Counseling graduates will abide by relevant ethics, laws and standards of professional practice.
6. Clinical Mental Health Counseling graduates will use leadership principles in their professional practice.
7. Clinical Mental Health Counseling graduates will advocate for clients and for their profession.

8. Clinical Mental Health Counseling graduates will incorporate the use of technology into their practice.
9. Clinical Mental Health Counseling graduates will experience and understand counseling practices worldwide.

Required Reading and Textbook(s)	<p>Young, Mark. (2017). <i>Learning the art of helping: Building blocks and techniques. (6th ed.)</i> Upper Saddle River: Pearson. 9780134165783</p> <p>Erford, B. (2019). <i>45 techniques every counselor should know. (3rd ed.,)</i>. Pearson.</p>
Required Reading and Textbook(s) Provided in Canvas	<p>Texas A&M-Central Texas. <i>Clinical training manual</i>. Community Counseling and Family Therapy Center</p> <p>American Counseling Association (2014). ACA Code of Ethics: http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx</p> <p>Cameron, S., & Turtle-song, I. (2002). Learning to write case notes using the SOAP format. <i>Journal of Counseling & Development, 80</i>, 286-292.</p> <p>Granello, D. H. (2010). The process of suicide risk assessment: Twelve core principles. <i>Journal of Counseling & Development, 88</i>, 363-370.</p> <p>Additional readings as assigned by instructor</p>
Recommended Texts:	<p>Theravue: https://www.theravue.com/</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Request to receive an email from me to join class 2. Click the link and create an account 3. Pay associated fee (\$59.00 which is considered part of your textbook cost) <p>American Psychological Association. (2009). <i>Publication manual of the American Psychological Association (6th ed.)</i>. Washington, D.C.: American Psychological Association. (Note: All previous editions are obsolete.)</p>

Course Connection to Portfolio:

The purpose of a portfolio is to document your work and achievements during your graduate counseling program experience. It may be helpful to think of your portfolio as the grand finale of your performance as a counseling student. You will be pulling together everything you have done during your coursework and at your practicum and internship site(s) to prepare you to be an effective counselor. Use your creativity to show different things that you have accomplished and showcase them not only for the purpose of this class, but perhaps for use with future employers. Your portfolio may be something that you may use to refer to when marketing yourself for jobs. It will also help you to remember all you've done and be proud of your achievements.

The portfolio's seven areas will include:

Portfolio Areas	Evidence	Course
Professional Development	a. Professional Org. Membership b. Workshop/Training Attendance (present) – c. LPC (s) Interview d. Resume	a. COUN 5350 b. On your own (1 per semester) c. COUN 5350 d. COUN 5313, COUN 5383, COUN 5384
Wellness	a. Self-Care Plan (Assessment, plan, reflection) b. Four counseling sessions	a. COUN 5365 b. COUN 5350
Professional Practice	a. Theory Integration Paper b. Tapescript 2 (30 mins) c. Case Conceptualization (with theory in practice) d. Formative and Summative Assessments (CCS-R) e. Liability Insurance f. Hours Logs	a. COUN 5353 b. COUN 5357 c. COUN 5356, 5363, COUN 5386 d. COUN 5393, COUN 5386 e. COUN 5393, COUN 5386 f. COUN 5393, COUN 5386
Multicultural Competence	a. AMCD Codes b. Diversity Interview c. CIA Project	a. COUN 5311 b. COUN 5350, COUN 5311 c. COUN 5311
Group Counseling Work	a. ASGW Best practices b. Group Journal (min 10 hours)	a-b: COUN 5354
Ethical Foundations	a. ACA Code of Ethics b. LPC Rules (Current) c. Ethics and the Discipline Presentation d. Ethical Decision Making Models Paper	a-d: COUN 5365
Advocacy & Social Justice	a. Advocacy and Social Justice Competencies b. CIA Project c. Service Learning Project	a-c: COUN 5365

Assignments in this class will most closely related to area #3, Professional Practice (Tapescript 2). As we move through the semester, consider other areas your course assignments may relate to the areas above.

Teaching Strategies

Please be aware that this course focuses on experiential learning and in class activities. You are expected to participate in all class activities. Online instruction and videos will be used as well. Online power-points and assigned readings are expected to be completed prior to class time.

A significant portion of most classes will be devoted to practicing counseling skills. Students will work in triads, rotating among the following three roles: *counselor, client, and observer*.

Some of these sessions may be videotaped and observed by the professor and class. Peer feedback will be offered on strengths and areas for further development. *Please do not audiotape this class unless permission is granted by the instructor and peers, as some disclosures may be personal.* Given the nature of this assignment, the importance of maintaining confidentiality is stressed. Some of the ideal characteristics of each role are described below.

Counselor: This role calls for practice and demonstration of skills learned in assigned readings and class discussions. A student in this role should exhibit genuineness, openness, empathy, congruence, engagement in the process, and a willingness to take risks in the spirit of learning. Acceptance of positive feedback and constructive criticism also is important.

Client: A student in this role should exhibit genuineness, openness and present orientation. In the role of client, students are asked to draw upon real life experiences, the content of which is totally within the student's discretion. Students should take responsibility for determining and monitoring the level of self-disclosure that they contribute to the learning experience. Students may also choose to role play the part of "client", with the understanding that such simulation may detract from the realism and quality of the learning experience. Also in this role, students will be expected to provide feedback to the individual in the "counselor" role.

Observer: This role calls for close attention to the process occurring between the counselor and the client and an ability to relate what occurs in the practice session to the learned material. It also calls for an ability to give constructive feedback. The person in this role may take notes as needed. A feedback form template will be provided.

To facilitate this process, each person in the group will identify an area of his or her life that he or she would like to change or improve upon. This will serve as a basis for having a first-hand experience with the self-reflection and change. Please select issues you are comfortable talking about and presenting with your classmates and instructor.

When You Play the Role of Client in Practice Sessions:

You have the right and personal responsibility to share only as deeply as you want. All experiential exercises in this course are optional and you may stop participating in any exercise you wish without penalty. At the same time, if you find yourself not wishing to engage in these exercises, you may prefer to drop the course.

Confidentiality Awareness:

An employee of a postsecondary educational institution who, in the course and scope of employment, witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes sexual harassment, sexual assault, dating violence, or stalking and is alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident shall promptly report the incident to the institution's Title IX coordinator or deputy Title IX coordinator.

Practice:

This is a class in which you will be learning many new skills. The more you can practice, the faster you will improve. While it is important to understand the material in the textbooks, it is crucial that you be able to demonstrate the required skills. Please practice between classes.

Other Special Course Instructions (e.g., transcript, preparation, time log, etc.):

Assignments

A) Tapescripts and Digital Recordings of Sessions: Tapescript #1 (15 points) and #2 (25 points)

During the semester, you will be asked to prepare two (2) video recordings of a pseudo counseling session with a student from class. Each video recording will be accompanied by tapescripts (written transcripts). **Note:** The video recording will not be accepted and reviewed without its accompanying tapescript. This assignment will afford you opportunities to gain familiarity and comfort with various techniques covered during the course of the semester. Each person in the dyad will assume both the counselor and client roles. In the client role, you will be asked to identify an area in your life you would like to change or improve upon. Please select an issue about which you are comfortable discussing and presenting with your classmates and instructor.

When turning in these assignments, videos will be uploaded to Canvas. Here are the steps:

- 1. Videos will be turned in via a flash drive.**
- 2. Please put your flash drive in an envelope. On the outside of the envelope write your name.**
- 3. Tapescripts will be uploaded on Canvas.**
- 4. Self-Assessment Journals will be uploaded on Canvas**
- 5. SOAP Note (detailed below) will be uploaded on Canvas with each Tapescript**

The first tapescript and video recording should be made with one of your peers from class and should be 30 minutes in length. Please transcribe either the first or last **15 minutes** of your video. Indicate on the tapescript which of these you chose.

The second tapescript and video recording should be made with one of your peers from class and be 30 minutes in length. Review the session and then transcribe your video in its **entirety** as outlined in the guidelines.

***You are strongly encouraged to conduct practice sessions and review your video recording before submitting it to be graded. ***

Note: Your video recording may be reviewed by the faculty to help inform your practicum placement.

Note: Professor reserves the right to require a third video recording and tapescript for students who do not demonstrated an appropriate level of mastery of the helping skills in the second video recording. *Tapescript 3 grades may substitute for the Tapescript 2 grade.*

Tapescript Format

The tapescript must include a verbatim account of all spoken words in the session. After each counselor response, include a critique of your response (i.e., identify what skill you were using, why, and *how effective it was*, with attention to type of response, focus, and intent). Detail two alternative responses you could have used. Keep in mind that transcribing is a time intensive activity; **leave yourself plenty of time** to do this. Below is the table for transcription-tapescripts must be typed into the table- this is NOT optional. Feel free to copy and paste the table below.

Follow the below format exactly. Transcripts not using this exact format, font, highlighting, etc. will not be considered.

Ima Sample, 32, Male, Monday 11-01-2015, Session 2

Counseling Response	Skill Demonstrated (a) and Theoretical Intent (b)	Critique (c) and Alternative Response (d)
So, you were irritated that he had to talk to them as if they were children.	<p>Reflection of Meaning</p> <p>Diving deeper into the issues</p>	<p>Small twist on the basic formula for Reflection of Meaning (You are feeling ____ because ____). Simple, but effective.</p> <p>Alternatives: “You felt irritated because your boss had to speak to your co-workers as if they were little children.” Or, shorten to a reflection of feeling, “You felt annoyed.”</p>
Client: Yes, ‘cause they’re not children.		
And because they’re adults that made you extra frustrated.	<p>Reflection of Meaning</p> <p>To clarify and make sure we were both together in the deeper levels.</p>	<p>His tone and body language indicated that I was getting close to a bullseye reflection, so I wanted to re-reflect, change my wording a bit, and hit the meaning a little closer.</p> <p>I could have left this off, or I could have changed up my wording a bit. “You were extra annoyed that your co-workers required language more akin to disciplining a 10 yr old.”</p>

B) Self-Assessment Journals (5 points each)

For each digital recording, write a 2 page self-assessment journal describing your ability to utilize the basic helping skills covered in this course. **You must use APA style headings to get credit for the assignment.** Accurately identifying the skills you used, include areas of strength and areas of growth. In each area, describe how you plan to retain and/or improve these skills. Additionally, students will identify 2-3 specific community referral sources that may be helpful to the client.

C) Case Note Practice Assignment (5 points)

Case Note: You will create a SOAP note for your mock client with Tapescript 1 including all components of the note: Subjective, Objective, Assessment, Plan.

D) Participation: (10 points):

Participation includes (a) having completed reading chapter and power-points prior to class and prepared materials as directed in the power-points, (b) participating in role-plays and giving/receiving respectful feedback to/from class members concerning the development of their counseling skills and self-awareness, and c) completing homework assignments when given.

E) Suicide Assessment Presentation and Activity: (10 points)

You and a partner will select a suicide assessment and present it to the class via media: PowerPoint, Prezi, etc. Include the name of the assessment, structure of the assessment (questionnaire, semi-structured interview), reliability/validity data (e.g., cronbach's alpha, etc.) and research supporting the efficacy of the instrument. *Please bring a copy of the instrument for each class member.* The presentation is expected to be no longer than 5 minutes. Following the presentation, you and your partner will be expected to apply the assessment in-vivo with a fictitious client for no more than 10 minutes. The professor will provide you with the fictitious client case. Failure to apply the instrument will result in no credit for the assignment. You must be present to receive the points for the presentation, or if you have to be absent, you have pre-recorded your part of the presentation. Absence due to sudden illness or emergency made be excused provided documentation is provided. You will be expected to present to the professor during office hours.

F) Advocacy Project (20 points):

Advocating for your profession is an important part of being a professional counselor. As part of this course, you will participate in a two-part advocacy project utilizing your basic counseling skills to advocate for a counseling-related community, city, county, school, state, or national policy.

*****If you travel further than 25 miles from the university for Part II of the project, you are REQUIRED to complete the Student Travel Forms in Canvas.**

Part I: You will interview a professional counselor (LPC only) in private practice about the logistics of setting up a practice. Choose one/two of the categories below:

1. Planning A Private Practice

- a. Pros/cons of building
 - b. How to get started without investment money
 - c. Risks as an Entrepreneur
 - d. Salary in Private Practice
 - e. Picking a name for your practice
 - f. Business logistics
 - i. Banking
 - ii. Tax ID/EIN
 - iii. National Provider Status (NPI)
 - g. Logistics of taking and getting reimbursed from private insurance and Medicaid
 - h. Pros/Cons of taking insurance
 - i. Creating a Counseling website, social media, twitter, etc.
 - j. Mentorship
2. Building a Private Practice
 - a. Finding the right clients for your practice
 - b. Administrative Fees: Records Request, court appearances, etc.
 - c. How to specialize your practice
 - d. How to create great counseling space (i.e., office)
 - e. Preventing/Decreasing client turnover
 - f. Providing consultation services
 3. Growing a Private Practice
 - a. Solo or group practice
 - b. Marketing/promoting your practice
 - c. How to manage a full caseload
 - d. Marketing mistakes
 - e. Networking
 - f. Protecting client privacy
 4. Online Counseling (The counselor you interview must practice this type of counseling)
 - a. Advantages/disadvantages
 - b. Online networking
 - c. Differences/similarities between online and in-person practice
 - d. Ethical issues of online counseling
 5. Office Procedures:
 - a. Forms needed
 - b. Staff, etc

At the end of the interview, students will compile information learned onto a single class spreadsheet (google doc). The google doc is meant to be in bulleted form. In addition, students are to discuss their counseling interview experience on a class discussion board. See rubric.

Part II: In groups of two, you will advocate for the counseling profession with government stakeholders. After, you will create a group presentation (15-20 minutes) of your experience. You will include the following in your presentation

- a. Thoughts/worries/concerns about the project
- b. Detail your specific advocacy population and policy
- c. Your advocacy decision making process (Why you chose the issue, legislation, school board policy, etc).

- d. Data to support the need for your advocacy project
- e. Your experience of using your counseling skills in the advocacy process
- f. The overall experience

Options:

- a. **Texas Representative/Senator Hometown Office Visit:** Visit your local Texas representative/senator to advocate for counseling or school counseling bills introduced during the last legislative session. In particular, focus on the bills that were not passed and advocate for their passage in the next session and/or suggest additional legislation related to bills passed. Find your representative here:
<https://house.texas.gov/members/find-your-representative/>
- b. **Parent Teacher Association:** Address a counseling-related school concern with school PTA members. The concern should be specific to the needs of the identified school.
- c. **Superintendent/ School Boards:** Speak with an individual of a school board or district superintendent regarding a counseling-related concern specific to the district. Advocate for a change, addition to local district policy.
- d. **City Council:** Testify at a local city council meeting in advocacy of a counseling-related issue
- e. **Chamber of Commerce:** Attend a Chamber of Commerce meeting or event and speak to a counseling-related community concern.
- f. **State Board of Educator Certification:** Advocate for a counseling/school counseling (e.g., coursework training requirements for school administrators on the role of the professional school counselor) related concern.
https://tea.texas.gov/About_TEA/Leadership/State_Board_for_Educator_Certification/State_Board_for_Educator_Certification
- g. Other Options as approved by professor.

Grade Distribution

Assignment	Points
A. Tapescript 1	15 points
B. Self-Assessment Journal 1	5 points
C. Case Note 1	5 points
D. Tapescript 2	25 points
E. Self-Assessment Journal 2	5 points
F. Advocacy Project	20 points
G. Suicide Presentation Assessment/Activity	10 points
H. Participation	15 points
I. Total	100 points

Due to the nature of this class, you must pass the Tapescripts with a grade of B or better. The Tapescript average will be determined based on the average of Tapescript 1 and 2.

Grade Equivalent:

90 - 100 = A

89 - 80 = B

79 - 70 = C

69 - 60 = D

59 - Below = F

Posting of Grades

- *Student grades will be posted on the Canvas Grade book*
- *Generally, grades will be posted within two weeks of the due date.*

Attendance

Students are permitted two absences without consequence. Students who are absent more than twice and do not make up the time will not pass the class. Class will begin promptly at 6:00pm. If you arrive late, your missed time will be deducted from your two allotted absences. See Course schedule. Please contact me via email if you have an emergency and will be late or will miss class.

Late work policy

Assignments may be turned in up to two days after the due date, yet you will receive a grade reduction of 10% per each day late. All assignments are due by midnight on the assigned date. At 12:01, the assignment is late. Please email me your assignment if turning in late. However, Success in the Clinical Mental Health Counseling Program consists of more than grades. Work habits and attitudes play a major role in the success of any counseling student. Any of the following actions are considered just cause for failure of Practicum and immediate dismissal from the Clinical Mental Health Counseling Program:

1. *Dishonesty (cheating, plagiarism, etc.)*
2. *Unauthorized disclosure of confidential information*
3. *Negligence or misconduct*
4. *Mistreatment of clients, fellow students, research participants, or faculty*
5. *Abusing a client, fellow student, faculty member, or staff member*
6. *Violations of the rules, regulations, and principles in the Code of Ethics and Standards of Practice as identified by the American Counseling Association and Texas A&M University - Central Texas Code of Student Affairs.*
7. *Receipt of a Failing grade in Practicum or Internship.*
8. *Willful submission of false information or alteration of any official records, counseling reports, papers, or examinations.*
9. *Willful conduct that may cause injury to self or others.*
10. *Sexual harassment and/or violence in the workplace as defined by Texas A&M University –*

Central Texas University. See Academic Accommodations and Important information for Pregnant and/or Parenting Students sections in course syllabus for additional information about special accommodations.

INSTRUCTOR POLICIES

Professionalism (Confidentiality & Ethics)

In this course, you are entering an experience that involves a fair amount of role-laying and practice interviewing. A student colleague may say something personally important and confidential. It is your ethical obligation to maintain confidentiality. Homework assignments should disguise the nature of any person whom you have interviewed. When videotaping, ensure that you have permission on tape for the interview to proceed. You are expected to abide by the American Counseling Association (2014) Code of Ethics, the American School Counselor Association (2016) Ethical Standards for School Counselors, International Association of Marriage and Family Counselors (2017) Code of Ethics, and the National Association of School Psychologists (2010) Principles for Professional Ethics, also see Texas A & M Central Texas (2018) Student Conduct

Date	Topics <i>Readings and Chapters are due on the date listed (e.g., Chapter 1 is due on Day 1 of class.</i>	Readings/Assignments Due
August 26 F2F	Introductions Review of Syllabus & Course Expectations, Tapescript Partners Assigned Informed Consent	CCFTC Manual Pgs.
September 2-8 Online	Helping as a Personal Journey The Therapeutic Relationship	Signed Syllabus Due Young: Chapters 1, 2
September 9 Online	Invitational Skills/Paraphrasing	Young: Chapters 3, 4 Erford: Section 4
September 16 F2F	Discussion & Practice Young, Erford	Young: Chapters 3, 4 Erford: Section 4
September 23 Online	Assessment and the Initial Interview Goal Setting Skills Reflecting Feelings Case Notes	Young Chapters 5, 8 Cameron, S., & Turtle-song, I. (2002) article (via Canvas)

September 30 F2F	Reflecting Feeling Discussion & Practice Young, Erford *Interview Private Practice Counselor (in class)	Young: Chapters 5 Young: Chapters 5 Erford Section 2
October 7 F2F	Integration of Skills & PRACTICE RECORDING TAPESCRIPPT SESSIONS DURING CLASS: BRING YOUR LAPTOPS/RECORDING DEVICES	Young: Chapters 1-5 Celebration of Knowing 1 (available online all week: Oct 7- 13) Advocacy Discussion Board Due
October 14 Online	Advanced Reflecting Skills: Reflecting Meaning & Summaries	Young: Chapters 6
October 21 F2F	Discussion & Practice Young: Chapters 6, Part I: Reflecting Meaning Discussion & Practice Young: Chapters 6, Part II: Summarizing, Erford Section 1	Young: Chapters 6 Erford Section 1
October 28 Online	Challenging Skills Change Techniques Part I	Tapescript #1: Digital Recording, Self- Assessment Journal DUE Young, Chapter 7-9
November 4 F2F	Practice Challenging Skills, Change Techniques	Young Chapters 7-9
November 11-17 Online	Change Techniques Part II	Young Chapter 10 Granello, D. H. (2010)

	Risk Assessment Evaluation, Reflection, and Termination	Canvas Reading: Risk Assessment and Intervention: Suicide and Homicide Young Chapter 11
November 18 F2F	Integration of Skills & PRACTICE RECORDING TAPESCRIPPT SESSIONS DURING CLASS: BRING YOUR LAPTOPS/RECORDING DEVICES	Young Chapters 1-10
November 25 F2F	Suicide Assessment Presentations Distance Learning Presentation: Advocacy	
December 2 F2F	Tapescript Draft Review (50% of assignment must be completed)	Bring Tapescript Hardcopy to class
December 9 F2F	Turn in Tapescripts	Tapescript #2: Digital Recording, Self-Assessment Journal DUE

COURSE REQUIREMENTS

Grading Criteria Rubric and Conversion

Student Learning Outcomes (SLOs) Grading Rubric

(SLO1)	Competence				
Counseling Tapes	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
A general framework for understanding exceptional abilities and strategies for differentiated intervention (IIF3h);					
Counselor characteristics and behaviors that influence the counseling process (IIF5f);					

Essential interviewing and counseling skills (IIF5g);					
Demonstrates appropriate use of cultural factors relevant to clinical mental health counseling (CMHC:C2j);					
Students will demonstrate appropriate degree of empathy and ability to listen without giving advice					
Students will demonstrate ability to utilize microskills such as minimal encourages and reflection of content.					
Students will demonstrate ability to use advances counseling skills at a minimum such as reflection of feelings and meanings and at best challenging skills.					
Students will demonstrate ability to a identify and establish appropriate client goals.					

(SLO2)				Competence		
Journals	NA	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (IIF1b)						

Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIIi);						
Crisis intervention, trauma informed, and community based strategies, such as Psychological First Aid (IIF5m);						
Understands the impact of crises and trauma on individuals with mental health diagnosis (CMHC: C2f);						

Competency Goals Statements (CACREP Standards):

(IIF5: Helping Relationships)- Studies that provide an understanding of the counseling process in a multicultural society, including the following:

CACREP Standard	Activity	SLO
Common Core for all students:		
c. A general framework for understanding exceptional abilities and strategies for differentiated intervention (IIF3h);	Tapescripts Lectures Readings Videos	SLO 1
d. Counselor characteristics and behaviors that influence the counseling process (IIF5f);	Tapescripts Lectures Readings Videos	SLO 1
d. Essential interviewing and counseling skills (IIF5g);	Tapescripts Lectures Readings Videos	SLO 1
e. Crisis intervention, trauma informed, and community based strategies, such as Psychological First Aid (IIF5m);	In-class Presentation Readings Lectures	SLO 2 & 3
Standards for Clinical Mental Health Counseling (CMHC) track		

1. Understands the impact of crises and trauma on individuals with mental health diagnosis (CMHC: C2f);	In-class Presentation Lectures Readings	SLO 2 & 3
2. Demonstrates appropriate use of cultural factors relevant to clinical mental health counseling (CMHC:C2j); and	Tapescripts Self-Assessment Journals	SLO 1

Key Performance Indicator

Name _____

1	Students will demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling.
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No Competence	Some Competence	Basic Competence	Above Average Competence	Superior Level Competence	CACREP Standard, SLO
1 BELOW 3 or 10	2 3-4 10-12	3 5-6 13-14	4 7-8 15-17	5 9-10 18-20	
Candidate has no ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling.	Candidate has limited ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling.	Candidate has basic ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling.	Candidate has above average ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling.	Candidate has superior ability to demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients, and demonstrate the development of a personal model of counseling.	IIF5

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

Please contact Dr. McClendon if you are unable to access any video recording devices for your role play assignment.

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on

an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

Note: To ensure that appropriate accommodations can be provided, students in this class who have registered with the Office of Access and Inclusion (OAI) and are in need of accommodations should present faculty with documentation of their need (i.e., the letter from the OAI) at least one week prior to the date an exam or assignment is due.”

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite

111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams,

and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

SCHEDULE

August 26, 2019	Classes Begin for Fall Semester
August 28, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
September 2, 2019	Labor Day (University Closed)
September 3, 2019	Deadline to Drop First 8-Week Classes with No Record
September 11, 2019	Deadline to drop 16-Week Classes with No Record
October 4, 2019	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
October 4, 2019	Deadline for Graduation Application for Ceremony Participation

October 18, 2019	Classes End for First 8-Week Session
October 18, 2019	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 21, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 fee assessed for late registrants
October 21, 2019	Classes Begin for Second 8-Week Session
October 21, 2019	Class Schedule Published for Spring Semester
October 23, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 28, 2019	Deadline to Drop Second 8-Week Classes with No Record
November 1, 2019	Deadline for GRE/GMAT Scores to Graduate School
November 4, 2019	Registration Opens for Spring Semester
November 8, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2019	Veteran's Day (University Closed)
November 22, 2019	Deadline for Final Committee-Edited Thesis with Committee Approval Signatures to Graduate School for Fall Semester
November 28-29, 2019	Thanksgiving (University Closed)
November 29, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 13, 2019	Deadline for Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 13, 2019	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 13, 2019	Fall Semester Ends
December 13, 2019	Fall Commencement Ceremony
December 17, 2019	Deadline to Clear Thesis Office for Fall Semester
December 23, 2019	Winter Break (University Closed)