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# Department of Counseling and Psychology

**COUN 5357-110, CRN 80327, Methods and Practices in Counseling**  
Spring 2019 rev. 08.01.2018  
Texas A&M University-Central Texas

## **INSTRUCTOR AND CONTACT INFORMATION**

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

**Office:** *318R*

**Email:** *[lmccclendon@tamuct.edu](mailto:lmccclendon@tamuct.edu)*

**Office Hours:** *1:00pm-5:00pm Wednesdays and Thursdays*

**Class Time:** *6:00pm-8:45pm Thursdays*

**Class Location:** *Warrior Hall, Room 312*

**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):**

Young, Mark. (2017). *Learning the art of helping: Building blocks and techniques. (6th ed.)* Upper Saddle River: Pearson. 9780134165783

Theravue: <https://www.theravue.com/>

**Steps:**

1. You will receive an email from me to join my class
2. Click the link and create an account
3. Pay associated fee (\$50.00 which is considered part of your textbook cost)

Texas A&M-Central Texas. (TBD). *Clinical training manual*. Community Counseling and Family Therapy Center: **Instructor will provide when it becomes available**

American Counseling Association (2014). ACA Code of Ethics:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Cameron, S., & Turtle-song, I. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling & Development*, 80, 286-292.

Prieto, R., & Scheel, K. R. (2002). Using case documentation to strengthen counselor trainees' case conceptualization skills. *Journal of Counseling & Development*, 80, 11-21.

Granello, D. H. (2010). The process of suicide risk assessment: Twelve core principles. *Journal of Counseling & Development*, 88, 363-370.

Additional readings as assigned by instructor

**Recommended Texts:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, D.C.: American Psychological Association. (Note: All previous editions are obsolete.)

Carkhuff, R. R. (2009). *The art of helping (9<sup>th</sup> ed.)*. Amherst, MA: Possibilities Publishing, Inc.

Carkhuff, R. R. (2009). *The student workbook for the art of the helping (9<sup>th</sup> ed.)*. Amherst, MA: Possibilities Publishing, Inc.

## **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.

## **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.):**

### ***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. **Log into Canvas**
2. **Click “My Media”**
3. **On the top right you will see “Add New” click that and select “Media Upload**
4. **Select the “+ Choose a file upload and upload your video**
5. **Once you upload your file you will see a section at the bottom of the screen that gives the option: Private or Publish. (You may have to scroll down to see the options).**
6. **Make sure you have the “Published” icon selected. Otherwise, I will not be able to see the video.**

**Tapes (make a copy on a flash drive just in case you run into tech problems) will be turned in on Canvas through my Media. Tapescripts and Self-Assessment Journals will be uploaded together on Canvas.**

**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). 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

<b>Counseling Response</b>	<b>Skill Demonstrated (a) and Theoretical Intent (b)</b>	<b>Critique (c) and Alternative Response (d)</b>
So, you were irritated that he had to talk to them as if they were children.	<p><b>Reflection of Meaning</b></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>
<b>Client:</b> Yes, ‘cause they’re not children.		
And because they’re adults that made you extra frustrated.	<p><b>Reflection of Meaning</b></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 **3-4** page self-assessment journal describing your ability to utilize the basic helping skills covered in this course. 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 in his/her tapescript.

***C) Participation: (30 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, and (d) participating in Theravue homework assignments.

***D) Case Note Practice Assignment (10 points)***

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

***E) Suicide Assessment Presentation and Activity:***

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 (if applicable) 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. Failure to apply the instrument will result in no credit for the assignment.

***F) Celebrations of Knowing and Doing: (10 points):***

You will participate in a celebration! You will be asked to recall course readings, in a multiple guess format (Knowing) on Canvas, or demonstrate a skill in class (Doing). What fun! The Celebrations of Doing will entail students practicing skills with partners beforehand. After some practice, the professor will visit each group and request that a counselor perform a certain skill.

***G) Extra Credit : (10 points):***

**Extra Credit due dates posted on the schedule. Please upload your certificate to Canvas**

- Students may earn **2 point** by completing the Reporting Suspected Abuse or Neglect of a Child at <https://www.dfps.state.tx.us/Training/Reporting/default.asp>
- Students may earn **1 point** by completing the Reported Suspected Abuse or Financial Exploitation of an Adult at [https://www.dfps.state.tx.us/Training/APS\\_Reporting/default.asp](https://www.dfps.state.tx.us/Training/APS_Reporting/default.asp)
- Students may earn **1 point** by completing the Trauma Informed Care Training at [https://www.dfps.state.tx.us/Training/Trauma\\_Informed\\_Care/default.asp](https://www.dfps.state.tx.us/Training/Trauma_Informed_Care/default.asp)
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- Students may earn **1 point** by completing the Counseling Against Lethal Means Training

at <https://www.sprc.org/resources-programs/calm-counseling-access-lethal-means>

- One hour free training designed for providers who counsel people at risk for suicide, including mental health and medical providers.
- Students may earn **5 points** by completing the Psychological First Aide Training at <https://www.nctsn.org/resources/psychological-first-aid-pfa-online>
  - Includes a 6-hour interactive course that puts the participant in the role of a provider in a post-disaster scene. This course is for individuals new to disaster response who want to learn the core goals of PFA, as well as for seasoned practitioners who want a review. It features innovative activities, video demonstrations, and mentor tips from the nation's trauma experts and survivors. PFA online also offers a Learning Community where participants can share about experiences using PFA in the field, receive guidance during times of disaster, and obtain additional resources and training.

### Grade Distribution

Assignment	Points
Attendance	Letter grade drop: 2 <sup>nd</sup> absence
A. Tapescript 1, Tapescript 2	15 points, 25 points
B. Participation	30 points
C. Self-Assessment Journals	10 points (5 points each)
D. Case Note	10 points
E. Suicide Presentation Assessment/Activity	10 points
F. Celebrations of Knowing and Doing	10 points
G. Extra Credit	(up to 10 points)
Total	130 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:

108 - 120 = A

96 - 107 = B

84 - 95 = C

72 - 83 = D

82 - 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 and Participation:**

1. Class attendance is critical to your success as much of the material presented in class will come from sources other than the text.
2. Students are permitted to miss one class period (3 hours) with no penalty, but a call or email to the professor is expected beforehand.
3. With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling faculty explaining the extenuating circumstances for both the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
4. A drop of a letter grade will occur for each subsequent absence.
5. Repeated lateness will count towards an absence.

**Participation Rubric:**

<b>Evaluation Criteria</b>	<b>Description</b>	<b>Points</b>
Prepared for Class	On-time, reviewed course materials including PowerPoint/Readings	4
In-Class Role Plays	Participating in role-plays and giving/receiving respectful feedback to/from class members concerning the development of their counseling skills and self-awareness	4
Follows assignment directions	Completes assignments as specified in syllabus	4
In-Class Discussion	Participates in class discussions and asks questions directed to professor and other students	4
Completes Theravue assignments on-time	Completes Theravue assignment and critique during the week assigned	14
Total		30

## **INSTRUCTOR POLICIES**

### **Late Work**

*Late work is accepted with penalty. You will receive a letter grade drop for each day the assignment is late regardless of circumstance. If Canvas is under construction and you are unable to load your assignment, you are expected to email the assignment on or before the due date. Once Canvas is up, I will ask you to resubmit your assignment.*

### **Professionalism (Confidentiality & Ethics)**

*In this course, you are entering an experience that involves a fair amount of role-playing 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*

**Tapescript 1 Self-Reflection and Grading Rubric**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Evaluation Criteria</b>	<b>Self Score</b>	<b>Description</b>	<b>Points Possible</b>	<b>Points Earned (Professor Completes)</b>
Open Questions		Student uses open questions that invite client to elaborate on information, elicit examples of specific behavior, focus client's attention on feelings, as well as highlight patterns of thought, feeling, and behavior. Student does not overuse open questions.	2	
Closed Questions		Student uses closed questions sparingly and reasons for use are justified (e.g., to fill in important gaps or details).	1	
Paraphrasing/Reflection of Content		Student demonstrates an appropriate use of paraphrasing to express empathy and attentiveness. Student also paraphrases to help client elaborate on information. Paraphrasing is concise and nonjudgmental. Student avoids parroting.	3	
Reflections of Feeling		Student utilizes reflections of feeling consistently and appropriately.	3	
Reflections of Meaning		Student demonstrates the ability to move the session to a deeper level through the use of reflections of meaning.	0	
Focusing Summary		Summaries include an ongoing recap of content, major feelings, meanings, issues, themes, and future plans <ul style="list-style-type: none"> <li>● Brings the discussion to the major themes or points</li> <li>● Places a spotlight on the client's responsibility</li> <li>● Reminds client of goals</li> <li>● Used at beginning of session to get things rolling in a focused manner</li> </ul>	0	
Signal Summary		Summaries include an ongoing recap of content, major feelings, meanings, issues, themes, and future plans <ul style="list-style-type: none"> <li>● Tells the client "I understand what you mean. Let's move on." (in a nice way)</li> <li>● Keeps client from repeating things to make sure you understand</li> </ul>	0	
Thematic Summary		Summaries include an ongoing recap of content, major feelings, meanings, issues, themes, and future plans <ul style="list-style-type: none"> <li>● Summary makes connections across content, emotions, and meanings and across sessions</li> <li>● Provides new information to the client (often unaware of it resurfacing repeatedly)</li> </ul>	0	
Planning Summary		Summaries include an ongoing recap of content, major feelings, meanings, issues, themes, and future plans <ul style="list-style-type: none"> <li>● Review of progress, plans, and goals</li> <li>● Usually used at the end of a session</li> </ul>	0	

Avoidance of advice-giving, interpretation, why questions, judgmental responses		For full credit, student avoids the use of why questions, advice giving, interpretation masked as paraphrasing, and judgmental responses.	2	
Nonverbal Skills		Student is poised, calm, and collected demeanor in session as demonstrated by appropriate: eye contact, body position, voice tone, facial expression and gestures, physical distance, touching and warmth	1	
Silence & Pacing		Student demonstrates an appropriate level of comfort with silence, which effectively allows client and counselor to collect their thoughts. Student also demonstrates an appropriate use of session pacing.	1	
Identification of Skills, Self-Reflection and Alternative Responses		Student correctly identifies the skills used. Student provides in-depth and accurate self-evaluation and provides alternative responses that indicate awareness of higher-level skill development.	2	
Total			<b>15</b>	

**Questions you will use to write your Self-Assessment Journal 1 (3-4 pages)**

What did you do well in this session?

What do you wish you had done differently?

What are some reoccurring difficulties or patterns you are experiencing?

What specific parts of the tape/session would you like help on?

How did this session affect you? (e.g., your own personal issues or feelings came into the session)

Brainstorm avenues for further counseling with this client(s)?

**Tapescript 2 Self-Reflection and Grading Rubric**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Evaluation Criteria</b>	<b>Self-Score</b>	<b>Description</b>	<b>Points Possible</b>	<b>Points Earned (Professor Completes)</b>
Open Questions		Student uses open questions that invite client to elaborate on information, elicit examples of specific behavior, focus client's attention on feelings, as well as highlight patterns of thought, feeling, and behavior. Student does not overuse open questions.	3	
Closed Questions		Student uses closed questions sparingly and reasons for use are justified (e.g., to fill in important gaps or details).	1	
Paraphrasing/Reflection of Content		Student demonstrates an appropriate use of paraphrasing to express empathy and attentiveness. Student also paraphrases to help client elaborate on information. Paraphrasing is concise and nonjudgmental. Student avoids parroting.	4	
Reflections of Feeling		Student utilizes reflections of feeling consistently and appropriately.	4	
Reflections of Meaning		Student demonstrates the ability to move the session to a deeper level through the use of reflections of meaning.	2	
Focusing Summary		Summaries include an ongoing recap of content, major feelings, meanings, issues, themes, and future plans <ul style="list-style-type: none"> <li>● Brings the discussion to the major themes or points</li> <li>● Places a spotlight on the client's responsibility</li> <li>● Reminds client of goals</li> <li>● Used at beginning of session to get things rolling in a focused manner</li> </ul>	1	
Signal Summary		Summaries include an ongoing recap of content, major feelings, meanings, issues, themes, and future plans <ul style="list-style-type: none"> <li>● Tells the client "I understand what you mean. Let's move on." (in a nice way)</li> <li>● Keeps client from repeating things to make sure you understand</li> </ul>	1	
Thematic Summary		Summaries include an ongoing recap of content, major feelings, meanings, issues, themes, and future plans <ul style="list-style-type: none"> <li>● Summary makes connections across content, emotions, and meanings and across sessions</li> <li>● Provides new information to the client (often unaware of it resurfacing repeatedly)</li> </ul>	1	
Planning Summary		Summaries include an ongoing recap of content, major feelings, meanings, issues, themes, and future plans <ul style="list-style-type: none"> <li>● Review of progress, plans, and goals</li> </ul>	1	

		<ul style="list-style-type: none"> <li>Usually used at the end of a session</li> </ul>		
Avoidance of advice-giving, interpretation, why questions, judgmental responses		For full credit, student avoids the use of why questions, advice giving, interpretation masked as paraphrasing, and judgmental responses.	2	
Nonverbal Skills		Student is poised, calm, and collected demeanor in session as demonstrated by appropriate: eye contact, body position, voice tone, facial expression and gestures, physical distance, touching and warmth	1	
Silence & Pacing		Student demonstrates an appropriate level of comfort with silence, which effectively allows client and counselor to collect their thoughts. Student also demonstrates an appropriate use of session pacing.	1	
Identification of Skills, Self-Reflection and Alternative Responses		Student correctly identifies the skills used. Student provides in-depth and accurate self-evaluation and provides alternative responses that indicate awareness of higher-level skill development.	3	
Total			<b>25</b>	

**Questions you will use to write your Self-Assessment Journal 2 (3-4 pages)**

What did you do well in this session?

What do you wish you had done differently?

What are some reoccurring difficulties or patterns you are experiencing?

What specific parts of the tape/session would you like help on?

How did this session affect you? (e.g., your own personal issues or feelings came into the session)

Brainstorm avenues for further counseling with this client(s)?

Date	<b>Topics</b> <i>Readings and Chapters are due on the date listed  (e.g., Chapter 1 is due on Day 1 of class.)</i>	<b>Readings Covered</b>	<b>Assignments Due</b>
1/17	Introductions Review of Syllabus & Course Expectations, Fitness to Practice Evaluation Chapter 1 - Helping as a Personal Journey	Chapter 1	
1/24	The Therapeutic Relationship	Chapters 2	
1/31	Invitational Skills	Chapters 3	<b>Bonus: Reporting Abuse Trainings: Child/Adult</b>  <b>Bonus: Trauma Informed Care Training:</b>
2/7	Reflecting Skills: Paraphrasing/Case Notes	Chapter 4  Article: Cameron & Turtle-Song (2002). Learning to Write Cases	
2/14	<b>NO FORMAL CLASS MEETING</b> <b>Complete Case Note Assignment</b> <b>Celebration of Knowing Due next week</b>	Prieto, R., & Scheel, K. R. (2002)	<b>Celebration of Knowing Due next week</b>  <b>Case Note Practice Assignment Due</b>
2/21	Paraphrasing/ Reflecting Feeling  End of Skills Graded on Tapescript 1  <b>Celebration of Knowing 1 (Chapters 1-5, SOAP notes due)</b>	Chapters 5	<b>Case Note Practice Assignments via Canvas Due</b>  <b>Celebration of Doing in class next week!</b>  <b>Bring your Tapescript Draft next week!</b>
2/28	Integration of Skills & PRACTICE <b>Celebration of Doing! (Chapters 1-5)</b> Review of Tapescript Drafts	Chapters 1-5	<b>Tapescript #1 Due next week!</b>

3/7	Challenging Skills Advanced Reflecting Skills: Reflecting Meaning and Summarizing	Chapter 6-7	<b>Tapescript #1: Digital Recording and Self-Assessment Journal DUE</b>
3/14	Integration of Skills & PRACTICE *Sign up for Tapescript 1 Meetings	Chapters 1-7	<b>Bring a hardcopy of your ungraded tapescript next week!</b>
3/21	Class Tapescript 1 Review Assessment and the Initial Interview Goal Setting Skills Self-Care/Wellness Reflection	Chapter 8	
3/28	Change Techniques	Chapters 9 & 10	
4/4	Integration of Skills: Difficult Cases Role Plays	Chapters 1-10	
4/11	Change Techniques and Termination Skills	Chapters 11-12	<b>Celebration of Knowing! Chapters 6-12 due next week</b>
4/18	<b>Celebration of Knowing! Chapters 6-12</b> Risk Assessment & Safety Planning: Role Plays Sign up for Tapescript Feedback Sessions on 5/2	Granello, D. H. (2010) Canvas Reading: Risk Assessment and Intervention: Suicide and Homicide	<b>Bonus: CALM Training Due</b> <b>Bonus: Psychological First Aid Due</b> <b>Suicide Assessment Presentations Due Next Week</b> <b>Tapescript 2 Due Next week</b>
4/25	<b>Suicide Assessment Presentations</b>		<b>Tapescript #2: Digital Recording and Self-Assessment Journal DUE</b>
5/2	<b>Exam Period: Tapescript #2 Individual Review &amp; SPFE (Student Performance Fitness Evaluation</b>		

	<b>Meetings (Sign up for times)</b>		
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**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 (III i);						
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
<b>Common Core for all students:</b>		
c. A general framework for understanding exceptional abilities and strategies for differentiated intervention (IIF3h);	Counseling Demonstration Tapes Lectures Readings Videos	SLO 1
d. Counselor characteristics and behaviors that influence the counseling process (IIF5f);	Counseling Demonstration Tapes Lectures Readings Videos	SLO 1
d. Essential interviewing and counseling skills (IIF5g);	Counseling Demonstration Tapes 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
<b>Standards for Clinical Mental Health Counseling (CMHC) track</b>		
1. Understands the impact of crises and trauma on individuals with mental health diagnosis (CMHC: C2f);	In-class Presentation Lectures Readings C-SSRS Assignment	SLO 2 & 3

2. Demonstrates appropriate use of cultural factors relevant to clinical mental health counseling (CMHC:C2j); and	Counseling Demonstration Tapes Self-Assessment Journals	SLO 1
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**Key Performance Indicator**

Name \_\_\_\_\_

<b>1</b>	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.				
<b>No Competence</b>	<b>Some Competence</b>	<b>Basic Competence</b>	<b>Above Average Competence</b>	<b>Superior Level Competence</b>	<b>CACREP Standard, SLO</b>
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
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## **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](mailto: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.*

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### **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](mailto: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](mailto: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](mailto: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].

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## **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].