

MASTER SYLLABUS
COUN 548: ADVANCED COUNSELING SKILLS
TEXAS A&M UNIVERSITY-COMMERCE
DEPARTMENT OF PSYCHOLOGY, COUNSELING AND SPECIAL
EDUCATION
Collin Higher Education Center
Fall 2015
Tuesdays (7:20pm-10pm)

INSTRUCTOR

Brooke Leird, Ph.D., LPC-S, LCDC
Department of Counseling
Texas A&M University-Commerce
Phone: (405) 334-9663
Email: bleird@leomail.tamuc.edu

OFFICE HOURS

Tuesdays before class. Please talk with me to arrange a time.

CATALOG DESCRIPTION OF THE COURSE

548. Advanced Counseling Skills. 3 Semester Hours. A laboratory-based, experiential course, Advanced Counseling Skills will merge the continued development of basic skills with theoretically based conceptualization skills and techniques. Students will examine their intrapersonal alignments with chosen theoretical orientations. Students will practice theoretically consistent conceptualization skills and techniques. Students will be expected to adhere to ACA Ethical Standards. A grade of "B" or higher must be earned in COUN 516. Prerequisites: COUN 501, 510, 528 and 516.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

At the completion of this course, students will be expected to:

1. Demonstrate knowledge of the theoretical foundations of counseling, systematically articulate professional philosophy, and integrate this philosophy into practice. (5d)
2. Demonstrate self-awareness with regard to personal values and cultural worldview.
3. Demonstrate an understanding of the ongoing relationship between personal self-care and professional effectiveness. (5a, 5b)
4. Explain and demonstrate skills in managing the counseling session: opening and closing the session, appropriately directing the session. (5c)
5. Provide clear and constructive feedback to classmates.
6. Demonstrate advanced skills that address clients' cognitive, behavioral and emotional concerns. These skills include but are not limited to: challenging distorted thinking/beliefs, confrontation and challenging discrepancies, and responding to resistance.
7. Accept and implement feedback from the instructor and classmates.

8. Demonstrate appropriate intervention strategies that integrate theory, client assessment information, and accepted professional counseling skills while providing a safe therapeutic environment. (5b; 5c)
9. Demonstrate assimilation and accommodation of individual differences that include but are not limited to differences of age, gender, race, ethnicity, sexual orientation, spiritually, socioeconomic class, and educational level, and implement this understanding in personal, professional, and community relationships. (2b, 2c)

METHODS OF INSTRUCTION

Lecture, seminar and supervised practical application will be implemented.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

The following is a general description of the qualities of performance that meet grade criteria for this course.

An "A" grade represents an exceptionally high level of effectiveness in the use of the communications, relationship, personalization, and professional skills taught in this course. Students who achieve this grade are usually more comfortable with feedback and view the process of training as both a personal and professional growth opportunity.

A "B" grade represents an expected level of effectiveness. Students who achieve this grade can employ the skills satisfactorily, and have a uniformly beneficial effect on interviewees. As a result, students with this grade will be capable of working with clients in a field setting (COUN 551, Practicum).

A "C" grade represents a minimal level of effectiveness, and is a restricted or qualified endorsement. Students with this grade are functioning below the level required for field placement. There are usually severe limitations in certain areas. Students who fail to grasp and to consistently demonstrate basic communication and interpersonal skills will generally earn this grade. Students with this grade will not be accepted for Field Placement.

When students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards, and are ineffective and harmful to clients, then these students will not receive the instructor's endorsement to continue with the program.

REQUIRED TEXTS

Halbur, D.A. & Halbur, K.V. (2015). *Developing your theoretical orientation in counseling and psychotherapy*. (3rd ed.). Upper Saddle River, NJ: Pearson Education.

Ivey, A., Ivey, M. & Zalaquett, C.P. (2014). *Intentional interviewing and counseling: Facilitating development in a multicultural society* (8th ed.). Pacific Grove, CA: Brooks/Cole. ISBN-13: 978- 1285065359

RECOMMENDED TEXTS

Corsini, R.J. & Wedding, D. (Eds.). (2014). *Current psychotherapies* (10th ed.). Belmont, CA: Thomson Brooks/Cole.

Hartsell, T.L. & Bernstein, B.E. (2008). *The portable ethicist for mental health professionals: A complete guide to responsible practice*. (2nd ed.). New York: John Wiley & Sons.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library, Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

CONDUCT AND ACADEMIC HONESTY

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

DISCRIMINATION FREE ENVIRONMENT

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

UNIVERSITY CLOSING DUE TO WEATHER

Check www.tamuc.edu regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

ATTENDANCE AND LATE POLICY

Attendance in this class is important. Even missing one class may hinder your skill development. If you know that you are going to miss a class, email or call me prior to class. More than one absence from class will result in a deduction of your final grade. Make every attempt to be on time. Arriving late will affect your grade.

Course Requirements:

Class participation: 20% of grade – classroom contribution of a quality that reflects knowledge of readings, texts, reference material and occasional written assignments. This includes a journal based on personal reactions due on **December 8** at the beginning of class. This also includes attendance; more than one unexcused absence will affect the final grade. (See statement on attendance for more detail.)

Personal Counseling Style Paper: 20% of grade – a written summation examining your counseling style that evolves over the term as related to the subject matter discussed in class and the experiential class exercises and homework assignments. Due at the beginning of class, **December 1**.

Skill Development: 40% of grade – this is composed of two components: (1) Video #1 with typed transcript and correction transcript due **October 13**; (2) Video #2 with typed transcript and correction transcript due **November 10**.

Mock Session Presentation: 20% of grade – presenting one of your video-recorded mock sessions. Presentation will include presenting video and student discussing skills and theory used.

Summary of taped counseling assignments:

- Tape #1: 10 minute session with classmate; transcribed & submitted to instructor
- Tape #2: 10 minute first session with a volunteer client; transcribed & submitted to instructor
- Tape #3: 10 minute second session with volunteer client; presented to classmates and instructor during class

Grade Assignment

Class participation	20
Skill development #1	20
Skill development #2	20
Personal style paper	20
<u>Session Presentation</u>	<u>20</u>
Total	100

Tentative Course Outline:

- September 1 Review Syllabus, Introductions
Chapter 1- I; Chapter 1- H
Counselor Traits, Core Skills, Open/Closing Sessions, Multicultural World
Importance of Theory
- September 8 Chapters 2 & 3- I
ACA Ethics, Attending Skills, Advice-Giving
- September 15 Chapter 4 –I
Foundation of Counseling, Observation Skills
- September 22 Chapter 5 & 6- I
Basic Listening, Questions, Open Communication; Encouraging,
Paraphrasing, & Summarizing
- September 29 Chapter 7- I
Observing & Reflecting Feelings; Format for mock sessions
- October 6 Chapter 8- I
Five-Stage Counseling Session
- October 13 Chapter 9 & 10- I
Empathy, Focusing Session, Confrontation
Video #1 and Transcription Due
- October 20 Chapter 11 & 12- I
Exploring Meaning, Interpretations, Self-Disclosure
- October 27 Chapter 13- I
Influencing Skills, Superficial Empathy
- November 3 Chapter 14- I; Chapter 2- H
Skill Integration, Own Style & Theory, Incorporating Theory
- November 10 Chapter 15- I; Chapter 4- H
Five Stages with Theories of Counseling, Six Schools of Theories
Video #2 and Transcription Due
- November 17 Chapter 16- I; Chapter 3- H
Authentic Style, Competencies, Finding Your Theory

November 24 Chapter 5- H
Clinician Case Studies; Format for Session Presentations

December 1 Mock Session Presentations
Counseling Style Paper Due

December 8 Mock Session Presentations
Journal Due

December 15 Wrap Up; What's Next?