



COUN 548: ADVANCED COUNSELING SKILLS
Fall 2016
Tue 7:20pm-10:00 pm
CHEC

INSTRUCTOR:

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Professor

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College of Education

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Office hrs: Mon. 3:00 – 4:30 (CCHE)

Tue. 6:00 - 7:20 (CHEC)

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Preferred Form of Communication: email

Communication Response Time: one day

COURSE INFORMATION

Textbooks: Teyber, E. & McClure, F. (2011). *Interpersonal Process in Psychotherapy: An Integrative Approach*. Brooks/Cole

Software Required NA

Optional Texts and/or Materials NA

Course Description

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.

The syllabus/schedule are subject to change.

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.
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.
4. Explain and demonstrate skills in managing the counseling session: opening and closing the session, appropriately directing the session.
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.
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.

TEXES COMPETENCIES THAT RELATE TO THIS COURSE (*TEXES is the state examination required for school counselor certification.*)

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

COURSE REQUIREMENTS

Minimal Technical Skills Needed NA

Instructional Methods

Lecture, seminar and supervised practical application will be implemented.

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COURSE REQUIREMENTS

1. Attendance and participation.
2. Students are expected to demonstrate and practice interviewing skills with class peers.
3. Video tapes of practice interviews will be made outside of class.
4. Video tape interview sessions will be reviewed in class for feedback and formative evaluation. The instructor will see that all tapes are erased by the end of the semester

Student Responsibilities or Tips for Success in the Course

Read the material assigned prior to class. Review your tapes prior to class and come prepared to actively participate in critique.

GRADING

A grade of "A" (modal 4 or above) 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 grade of "B" (modal 3 or above) 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 grade of "C" (modal 2 or below) 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.

Assessments

Tapes will be reviewed by the instructor and evaluated on the student counselor's demonstrated effectiveness in the interview session.

Evaluation of effectiveness will be on a scale of 1 to 5 (see Counseling Response Scale):

- 1 – poor
- 2 – minimal
- 3 – satisfactory
- 4 – very good
- 5 – excellent

Counseling Student Competency Evaluation (CSCE)

The Counseling Program is obligated by professional ethics (see ACA Code of Ethics, 2014) and University procedure to assess students as to their potential for meeting the expectations of the professional counseling field. The Counseling Student Competency Evaluation will be used as a basis for

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assessment. Copies of the CSCE are available from the Departmental website or by contacting the Department of Counseling Office.

TECHNOLOGY REQUIREMENTS NA

ACCESS AND NAVIGATION NA

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Contact instructor outside of class using email (sfreeman@tamuc.edu). Queries will be answered within 24 hrs .

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Students are expected to attend all classes and arrive on time. Attendance in this class is critical and cannot be emphasized enough. More than 2 unexcused absences from class will result in your being dropped from the class.

Digital devices: It is inappropriate to text, email, check email or texts, use a laptop or go online during this course. Full attention and participation is expected. Confine your use of digital devices to breaks.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

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TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

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

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-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,

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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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

8/30 Orientation

Read chapters 1 & 2 for next week

9/13 The Interpersonal Process & Establishing a working alliance

Read chapters 3 & 4 for next class

9/20 Honoring resistance and an internal focus for change

Read chapters 5 & 6 for next class

9/27 Helping clients with their feelings and family and developmental factors

10/4 Tape review & critique

10/11 Tape review & critique

10/18 Tape review & critique

10/25 Tape review & critique

11/1 Tape review & critique

11/8 Tape review & critique

11/15 Tape review & critique

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11/22 No class

11/29 Tape review & critique

12/6 TBA

Counseling Response Scale

Name _____

Date _____

1 poor

2 marginal

3 good

4 excellent

Established a collaborative relationship 1 2 3 4 5

Used opened questions 1 2 3 4 5

Validated the clients experience 1 2 3 4 5

Articulated empathic understanding 1 2 3 4 5

Reflects content 1 2 3 4 5

Provides appropriate structure (direct-nondirect) 1 2 3 4 5

Reflects clients feelings 1 2 3 4 5

Differentiates thoughts and feelings 1 2 3 4 5

Summarizes 1 2 3 4 5

Restatements 1 2 3 4 5

Demonstrates effective listening 1 2 3 4 5

Identifies and responds to clients nonverbal communication 1 2 3 4 5

Avoids premature problem solving 1 2 3 4 5

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Avoids advice giving	1	2	3	4	5
Established and maintained therapeutic distance	1	2	3	4	5
Identified and responded to feelings	1	2	3	4	5
Identified and responded to cognitions	1	2	3	4	5
Immediacy	1	2	3	4	5
Encourage client to experience feelings	1	2	3	4	5
Used confrontation appropriately	1	2	3	4	5
Identified and responded to ambivalence	1	2	3	4	5
Responded to conflicted emotions	1	2	3	4	5
Clarified client's subjective feelings	1	2	3	4	5
Identified recurrent theme/affect	1	2	3	4	5
Provides appropriate interpretation	1	2	3	4	5
Provides alternative perspective (reframes)	1	2	3	4	5
Shifted client to an internal focus	1	2	3	4	5
Identified and honored resistance	1	2	3	4	5
Identified and tracked clients anxiety	1	2	3	4	5
Able to differentiate content and process	1	2	3	4	5
Uses silence effectively	1	2	3	4	5
Self-discloses appropriately	1	2	3	4	5
Demonstrates ability to be present with client	1	2	3	4	5

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CORE COUNSELING SKILLS

ATTENDING & EXPLORING SKILLS

APPROPRIATE LANGUAGE: counselor uses language that the client understands

EYE-CONTACT: counselor maintains appropriate eye-contact with client, with consideration for cultural differences.

ATTENDING TO CLIENT PRESENTATIONS: counselor observes and monitors client body posture, voice levels, verbal and facial expressions.

COMPLIMENTS: counselor recognizes and comments on client strengths and traits so as to increase motivation for change.

USE OF MINIMAL ENCOURAGERS: counselor models effective listening and supports client via verbal and nonverbal methods. For example: "m.m.-hhmmm", "uh-huh", "yes"; "help me understand that", "tell me more"; nodding, eye contact, variation of posture; comfortable posture.

USE OF OPEN-ENDED QUESTIONS, DIRECTIVES, & LEADS: counselor invites client reflection and exploration by making regular use of open-ended questions, calling client attention to specific subjects, and suggesting useful material to examine.

USE OF SILENCE: counselor does not speak when silence would effectively allow for client expression, experience, reflection, and movement.

FOLLOWING: counselor demonstrates ability to enter the client's world, attend to his/her presentation, & refrain from introducing irrelevant material or detouring client into nonproductive/irrelevant directions.

FOCUSSING: counselor identifies and develops appropriate issues, themes, and subjects in the session, limiting unhelpful storytelling, and reducing irrelevant material. Counselor is able to select the most useful material from various alternatives.

PACING: counselor is able to keep the session moving at a natural,

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productive speed that is neither too hurried nor too slow. Counselor adapts session pace that allows for satisfactory communication between client and counselor (e.g., slow client down).

RESTATEMENT: counselor conveys understanding of the session content by restating in exact or near-exact words whatever the client has just verbalized.

REFLECTION OF CONTENT: counselor is able to reflect back to the client his/her understanding of the subject matter being discussed in such a way as to promote understanding, clarification, and exploration.

REFLECTION OF FEELING: counselor is able to reflect back to the client her/his understanding of the emotions (feelings) being expressed in the session in such a way as to promote understanding, clarification, and exploration.

SUMMARIZING: counselor makes a general statement that reviews and condenses client presentation in segments, to facilitate transitions during session, or at end of session.

APPROPRIATE RESPONSE TO CLIENT ANXIETY: counselor recognizes increased levels of anxiety in client and works directly to reduce that anxiety in the session.

EFFECTIVE INQUIRY: counselor is able to make effective use of prompts and probes to gather information via questions, statements, & requests for more information.

GENUINENESS: counselor displays sincerity and remains congruent in response to client. Core Condition.

POSITIVE REGARD: counselor communicates to the client an acceptance of the client's experiences, feelings, views, and possibilities. Core Condition.

CONGRUENCY: counselor consistently presents congruency of cognitive, affective, and behavioral processes. Core Condition.

RESPECT: counselor communicates to the client an acceptance of the client as a person by responding to her/him in a nonjudgmental and appreciative manner.

ACCURATE EMPATHY: counselor is able to understand and communicate to the client his/her understanding of the client's experience, behavior, affect, and cognitions. Core Condition.

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EFFECTIVE COUNSELOR-CLIENT RELATIONSHIP: Counselor works to establish a collaborative association that emphasizes clients doing their own work with the facilitation of the counselor.

ELABORATION: counselor facilitates client exploration of pertinent topics by encouraging amplification, exploration, and examination.

PRIORITIZING: counselor selects potentially useful topics/problems/focus to address from various alternatives offered by the client.

UNDERSTANDING SKILLS

ADVANCED EMPATHY: counselor responds to client experience, behavior, affect, and cognitions on a deeper level than what the client has been able to express herself/himself. Outcome of advanced empathy is to move client to deeper level of reflection on his/her experience.

IDENTIFICATION OF THEMES: counselor identifies recurrent patterns of behavior, affect, and cognition in client presentation and demonstrates their inter-relatedness.

APPROPRIATE SELF-DISCLOSURE: counselor shares elements of her/his own experience with client in such a way as to facilitate (not interfere with) client progress. Appropriate self-disclosure keeps the focus on the client, not on the counselor.

ACCURATE INTERPRETATION: counselor offers alternative explanations for client behaviors, cognitions, and feelings in a tentative manner.

REFRAMING OR RELABELING: counselor offers the client an alternative viewpoint that invites the client to see things differently, e.g. seeing the glass as half full rather than half empty.

EXTERNALIZING THE PROBLEM: counselor assists the client in separating self from problems.

EVOCATION OF CHANGE TALK: counselor elicits and promotes client expression of change intention (self-motivational statements).

SCALING QUESTION: counselor uses scaling question to ascertain levels of client concern and/or improvement or to focus session.

“UNIQUE OUTCOMES” QUESTIONS: counselor uses specific

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questions to ascertain differences in how the problem occurs, especially times when the problem does not occur (i.e., exceptions, on-track, relationship, and coping questions)

RECOGNITION & MANAGEMENT OF RESISTANCE: counselor recognizes the conscious and/or unconscious defensive postures of clients, attempts to explore resistance with the client, and assists the client in reducing defensiveness.

HERE-&-NOW: counselor helps the client to stay focused on the present. Counselor allows focus on past or future only as germane to the present.

IMMEDIACY: counselor is able to monitor the here-&-now client-counselor interaction as it relates to client issues and session progress. Counselor uses immediacy to raise client awareness and reduce resistance.

CONFRONTATION: counselor points out inconsistency, incongruency, or discrepancy in client presentation in such a way as to encourage further exploration & reflection.

ADVANCING FOCUSSING: counselor identifies, prioritizes, and develops underlying client issues, emotions, themes, and concerns.

ALTERNATIVE EXPLORATION: counselor assists client in exploring alternative options and possible consequences.

WORK WITH CLIENT COGNITIONS: counselor responds appropriately to client thoughts, attitudes, and beliefs via identification of distorted, self-defeating or irrational cognitions, raising client awareness of their thinking, and assisting client in altering or amending unhelpful cognitions.

WORK WITH CLIENT AFFECT: counselor works appropriately with client emotions by facilitating client experience of their emotions, identification and labeling of emotions, recognition of intensity levels, examination of conflicted affect, identification and exploration of both screen and underlying emotions, and enhancement of client toleration of emotional state.

DECISIONAL BALANCE: Counselor assists client in evaluating the advantages & disadvantages (pros & cons) of potential change decisions (consistent w/ motivational interviewing).

WORK WITH CLIENT BEHAVIOR: counselor works with client

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actions via identification of helpful and unhelpful behaviors, exploration of impact of client behaviors on client issues/problems, and helping clients to alter their behaviors.

WORK WITH INTERPLAY OF COGNITIONS, AFFECT, & BEHAVIOR: counselor helps client recognize the inter-connectedness of their thinking, feeling, and doing as appropriate.

ACTION SKILLS

STRUCTURE A COUNSELING SESSION: counselor demonstrate ability to develop a counseling session, including exploration of concerns, identification of presenting issues/problem, setting a goal for the session and/or treatment, developing action or choosing the appropriate format (structure) to address presenting issue in the direction of a preferred scenario, and pacing the session.

DEFINING GOALS/DIRECTION: counselor works with client to define goal(s) and/or direction for current client session and/or course of treatment.

THEORETICAL CONCEPTUALIZATION: counselor conceptualizes & explains client issues according to various theoretical approaches.

INTERVENTION SELECTION: counselor selects structures & intervention strategies (Action phase) consistent with technical eclecticism, theoretical conceptualization, differential treatment, and evidence-based counseling practices.

COUNSELOR ANXIETY: counselor effectively manages her/his own anxiety in counseling sessions.

COUNSELOR AFFECT: counselor recognizes, labels, and feels her/his feelings; recognizes intensity levels, accepts her/his emotional experiencing, manages emotions effectively in counseling sessions.

COMPREHENSION OF COUNSELOR-CLIENT PROCESS: counselor demonstrates understanding of the interpersonal and intrapsychic dynamics at work in session between counselor and client.

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