

**COUN 548: ADVANCED COUNSELING SKILLS
TEXAS A&M UNIVERSITY-COMMERCE
DEPARTMENT OF COUNSELING
CHEC 114
Fall 2018
Tuesdays (4:30pm-7:10pm)**

INSTRUCTOR

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OFFICE HOURS

Tuesdays 4pm-5pm (Mesquite)
(Or as arranged)

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.

REQUIRED TEXTS

Ivey, A., Ivey, M. & Zalaquett, C.P. (2013). *Intentional interviewing and counseling: Facilitating development in a multicultural society* (8th ed.). Pacific Grove, CA: Brooks/Cole. ISBN-13: 978- 1285065359

Yalom, I. (2012). *Love's executioner and other tales of psychotherapy*. New York: Basic Books. ISBN 978-0-465-02011-9

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.

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

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <http://www.albion.com/netiquette/corerules.html>

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, 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 <http://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).

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 to the Yalom text readings Chapters 1, 2, 3, 4, and 7. This also includes attendance; more than one unexcused absence will affect the final grade. (See statement on attendance for more detail.)

Skill Development: 40% of grade – this is composed of two components: (1) Video #1 with typed transcript and correction transcript (2) Video and #2 with typed transcript and correction transcript.

Skill Recording Instructions #1 and #2

- (1) Based on the content in Chapters 1 and 3-9 of the Ivey text and our class discussions and exercises, engage in a 30-60 minute recorded counseling session with an in class partner. Your task in this interview is to integrate the skills and concepts we have learned during the class regarding listening skills and influencing skills.
- (2) Choose the best 15 consecutive responses of your video to transcribe. Prepare a verbatim typed script of the best 15 consecutive responses of your interview, noting both counselor and client responses including nonverbal responses and incidental sounds. Also include an alternative response on each exchange.
- (3) Complete a two page (maximum) summary of your counseling session as you evaluate it in its totality; add this summary at the end of your corrected script. Please be sure to answer the following questions:
 1. What did I do well?
 2. What area(s) do I need improvement?
 3. How many reflections of feeling did I complete?
 4. Identify each of them.

5. How many questions did I ask?
 6. Identify them.
 7. Overall reaction to the interaction. How was I feeling? (i.e. nervous, confident)
- (4) The recording, a copy of the transcript, and summary are due as a package. Please turn all of this in to me in an 8.5 by 11.5 envelope with your name on it. Remember to use a clasp envelope and not a sealed envelope.

Example of Transcript:

1. Cl: I am so excited... hope to see him.
CO: You are really looking forward to this. You really have missed seeing him.
AR: You are so happy about this reunion.

2. Cl: I am, but I also... just don't know.
CO: You have mixed feelings. You want to see him, but you also have to tell him something painful.
AR: You feel really anxious about seeing him.

3. Cl:
CO:
AR:

Personal Counseling Style: 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 exercise and homework assignments.

Final Exam: 20% of grade – an objective/short essay exam covering the entire course .

<u>Grade Assignment</u>	
Class participation	20
Skill development #1	20
Skill development #2	20
Personal style paper	20
<u>Final exam</u>	<u>20</u>
Total	100

Tentative Course Outline:

- August 28 Review Syllabus, Introductions
Chapters 1I
- September 4 Chapter 3 & 4I
Attending behavior, Empathy and Observation Skills
- September 11 Chapter 5I
Questions
- September 18 Chapter 6I
Encouraging, Paraphrasing and Summarizing
- September 25 Chapter 7I
Reflection of Feeling
- October 2 Chapter 8I
Conducting a counseling session
- October 9 Chapter 9I & Appendix C
The brain and Limbic System: How do basic skills serve their respective development?
- October 16 Chapter 10I
Empathic Confrontation
- October 23 Chapter 11I
Confrontation and Meaning
- October 30 Chapter 12I
The use of self-disclosure
Video #1 and Transcription Due
- November 6 Chapter 14I
Treatment Planning
- November 13 Chapters 15 & 16I
Exploring the use of theoretical orientation
- November 20 **Thanksgiving Holiday. No class meeting**
- November 27 The use of theoretical orientation continued
Counseling Style Paper Due

December 4 **Video #2 and Transcription Due**
Exam Review

December 11 **Final Exam**
Journal due