



COUN 516 – Basic Counseling Skills

Tuesday 7:20 – 10:00 pm
COURSE SYLLABUS: Spring 2019

INSTRUCTOR INFORMATION

Instructor: Melissa McCarthy, PhD, LPC, NCC

Office Location: MPLX

Office Hours: Schedule as needed.

Office Phone: 214-945-4460

Office Fax: 903-886-5991

University Email Address: melissa.mccarthy@tamuc.edu

Preferred Form of Communication: University Email Address with Student Name and Class Name in the subject line.

Communication Response Time: Most cases within 48 hrs.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Young, M. E. (2017). Learning the art of helping: Building blocks and techniques. (6th ed.). Upper Saddle River, NJ: Pearson.

Additional readings as assigned.

Recommended: American Psychological Association. (2011). Publication manual of the American Psychological Association (6th ed.). Washington, D. C.: American Psychological Association.

HANDBOOK FOR MASTER'S COUNSELING PROGRAM

Department of Counseling – Texas A&M University-Commerce

The handbook is available on the TAMUC Counseling department website.

- **Counseling Student Competency Evaluation (CSCE)**
- **Trainee Consent for Video & Audio Recording**
- **Practicum/Internship Ethics Agreement**

The syllabus and/or course outline/calendar are subject to change.

Software Required

N/A

Optional Texts and/or Materials**Catalogue Description of Course**

516. Basic Skills. Three semester hours. Provides the foundation for all practicum and internship experiences. Students learn communication and interpersonal skills under faculty supervision. Demonstration of these skills is a prerequisite for enrollment in practicum (COUN 551). Students will examine their intrapersonal issues and interpersonal styles and will follow ACA Ethical Standards. Prerequisites: Application form returned to department several months before actual enrollment in this course (check department for availability and due dates), COUN 501, 510, and completion of or current enrollment in COUN 528.

General Course Information

The purpose of Pre-Practicum is to provide continued acquisition of counseling skills. Supervised application of a number of interviewing skills is the primary focus. Students can expect to examine their intrapersonal issues and concerns. They should be able to demonstrate the ability to express and understand their own personal dynamics and development, including strengths, sensitivities, defenses and limitations. A grade of "B" or higher must be earned in COUN 501, 510, 528, and 516 for admission to candidacy status (or its equivalent for those seeking school counselor certification only). Completion of these requirements is mandatory before enrollment in practicum (COUN 551).

CACREP CORE STANDARDS

1. Understands essential interviewing and counseling skills (5C).

STUDENT LEARNING OUTCOMES

1. Students will understand interviewing and counseling skills by participating in roleplays during class and completing videoed role-plays (5C).

COURSE OBJECTIVES include, but are not limited to, the following.

Students will demonstrate understanding and appropriate application of:

1. Essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship,
2. Essential interviewing and counseling skills so that the student is able to

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establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship,

3. Self-awareness to promote therapeutic relationships and appropriate professional boundaries.
4. Ethical standards of ACA and related entities, and application of ethical and legal considerations in professional counseling, and
5. Process/communications skills; conceptualization skills; personalization skills; and professional skills.

CONTENT AREAS include, but are not limited to, the following:

- I. ACA ethical standards and the counseling relationship
- II. Process and communications skills
 - A. Attending behavior
 - B. Open-ended and closed-ended questions
 - C. Reflecting, paraphrasing, summarizing
 - D. Differentiation between cognitive and affective messages
 - E. Immediacy, self-disclosure, confrontation
- III. Relationship Skills
 - A. Additive empathy
 - B. Positive regard
 - C. Genuineness
 - D. Concreteness
- IV. Personalization Skills
 - A. Self-awareness
 - B. Boundary issues
- IV. Interpersonal skills
 - A. Developing a collaborative relationship
 - B. Identifying and responding to resistance
 - C. Developing an internal focus with the client
 - D. Identifying and responding to conflicted emotions
 - E. Conceptualizing client dynamics

Method Of Instruction

Lecture, discussion, experiential activities, guided practice, and workshop formatting.

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Course Requirements

Attendance, participation, assignments, and classroom activities

All students are required to attend and actively participate in class. University guidelines regarding attendance policy will be followed. You should attend ALL classes, but I do understand that unforeseeable circumstances may happen. Due to the nature of this course, more than one absence may result in a letter grade reduction. EMERGENCIES are the only absences excused during taping days.

Being excessively late to class and/or leaving early counts as an absence and will result in a possibility of a letter grade reduction as well.

Students are expected to arrive to class on time and contribute to all discussions, activities, presentations, etc.

Participation is a critical component to your learning outcome. Participation includes actively and respectfully interacting with the professor and your peers. **This includes reading all course material** before the class date in order to contribute to class discussions. Any student that noticeably does not participate in class will lose significant participation points.

Beginning the third week of class, we will begin role-plays. We will meet in our regular classroom first, discuss topic(s) for that week and begin role-plays in other classrooms.

Activities outside of the classroom

In addition to participation in classroom discussions and activities, students are required to complete any homework assignments or preparations. All assignments must be completed by class time on the due date. Failure to do so will result in a 10% deduction per day late. In addition to this, students should become familiar with APA guidelines. Students must adhere to APA guidelines on all assignments. Please turn in all assignments in a word document format in Dropbox.

USBs and transcripts will be placed in a manila envelope when submitting to the professor each containing the student's name.

Other requirements

Students need to have access to and be proficient in navigating the Internet.

Furthermore, students should check their Leo email often, and ensure that they have access to their D2L Brightspace account. This is crucial, as me and other members of the department periodically update these platforms on any changes or issues. Also, please frequent the department website as updates are posted here as well.

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Communication with Professor

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, calls will be returned at my earliest convenience. Therefore, email is the best way to reach me. I will attempt to answer all emails within 24 hours Monday-Friday. When emailing, please use your university email, include the course ID, COUN 516, in the subject line, and address me with courtesy and respect.

Confidentiality and Ethics

In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality. This is training for your practicum work with clients. **When videotaping a session with a role-playing or real client, be sure you have permission on tape for that interview to proceed. All sessions you tape for a grade must be unrehearsed, without notes.** Cheating or plagiarism will result in a grade of 0 for the assignment. Breach of confidentiality is considered cheating and will result in a grade of F for the class.

Client Role

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.

Grading

Personal Counseling

Students in the Clinical Mental Health Counseling and School Counseling programs are required to participate as a client in a minimum of 10 personal counseling sessions. Documentation, signed by the counseling service provider, **must be submitted by the student to the professor, in order to pass COUN 516.**

The student may utilize the TAMUC counseling services, Commerce, McKinney, or Mesquite at no charge.

Overview of Assignments and Rubrics

1. **Taping role-plays and transcript (3 total; 200 points).**
During this course, you will submit a total of 3 taped role-plays along with a transcript of these role-plays.

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Each role-play will include 30 minutes of counseling role-play.

The first two tapes will be submitted with a 10-minute transcript from that session that includes identification of the specific skills used and reflection on the use of those skills.

The Final Tape will be submitted with a 15-minute transcript including the same aspects as the previous two (transcript example below).

****Each of these 3 sessions should begin with confidentiality.**

Students are required to submit a 10-minute transcript with their first two video roleplays and a 15-minute transcript with their final role-play.

****In each role-play you must review confidentiality at the beginning of the session.**

These transcripts must be verbatim including the counselor and client's responses, identification of the skills used (out of those we have already learned and practiced in class), and reflective comments by the student not only on weaknesses, but strengths as well.

The transcript must be one full block, though I will watch the whole tape. Please note what time you start and stop your transcript.

Students are required to provide their own recordable USB labeled with his/her name

Transcript Example:

Client & Counselor Responses	Skill Used (verbal & nonverbal)	Comments
Counselor: what would you like to talk about today?	Open Question	Looking at this now, it seems a little trite. I think I will try something else next time.
Client: Well I have been having a problem with a nosy neighbor.		
Counselor: Really? Tell me more.	Minimal encourager and door opener	seems appropriate at this stage
Client: Well she comes over every day. I can't get anything done. I need to work on the computer. I need to do some work around the house. But she won't let me.		I notice that the client is blaming the neighbor. She is not owning the problem. Maybe next time I will get the client to focus more on that.
Counselor: She doesn't have anything else to do?	Closed Question	Whoops, I missed the boat. I think it might have been better to reflect the client's frustration.

(taken from Young, M.E. (2013) Learning the Art of Helping, 5th Edition. Upper Saddle River, NJ: Pearson; p. 162)

TAPE RUBRIC

Tape 1 due 2/19/19 (50 points)

Tape 2 due 3/12/19 (50 points)

Adequately used beginning counseling skills reviewed in class. Tape 2 only: worked to improve based on feedback received from Tape 1.	15 points
Accurately identified each skill used in the transcript.	15 points
Showed thoughtful consideration in reflective comments on personal	15 points

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strengths and weaknesses.	
Transcript and tape were turned in on time. Transcript is 10 minutes verbatim, tape is 30 minutes long. Grammar, Spelling, and Mechanics are correct.	5 points
Total	50 points

Final Tape Rubric
Final Tape due 4/09/19 (100 points)

Adequately used beginning counseling skills reviewed in class. Tape 2 only: worked to improve based on feedback received from Tape 1.	30 points
Accurately identified each skill used in the transcript.	30 points
Showed thoughtful consideration in reflective comments on personal strengths and weaknesses.	30 points
Transcript and tape were turned in on time. Transcript is 10 minutes verbatim, tape is 30 minutes long. Grammar, Spelling, and Mechanics are correct.	10 points
Total	100 points

2. Session and Case Presentation due 4/23/19 (20 points).

Choose one recorded session and present to the class. You will play 10 minutes of this session video to the class and include a presentation. Choose the best 5 minutes as well as 5 minutes where you believe there is room for growth. The presentations slides must have the following information:

- a) Introduction to the client (background information)
- b) Presenting concern
- c) Goal of the counseling session
- d) Next steps in the counseling relationship (as if you were in a continuing counseling relationship with this client)

3. Session Analysis due 4/23/19 (30 points).

You are to complete a 2-4-page session analysis on the session that you chose to complete the case presentation. In this analysis you are to include the following headings and information:

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- a) Client's background/demographic information
- b) Client's presenting problem
- c) A brief summary of the session including counselor/client goals and quality of the counseling relationship
- d) Future sessions: How would you work with this client in future sessions
- e) Two of your strengths during this session
- f) Two of your challenges during this session
- g) Reflection: A brief reflection on what it was like to conduct this counseling session

****Included in this session analysis you will also complete and turn in the CCS-R (Counseling Competencies Scale), Part I: Counseling Skills and Therapeutic Conditions. This form is found in the Handbook for Master's Counseling Program on the TAMUC department website.**

4. Course Reflection Paper due 4/30/19(20 points).

Write a 1-2-page reflection paper on the course. Summarize your experiences in this course. Discuss what you learned in the course as well as what you learned about yourself. Think about your personal and professional growth during this semester. Examine where you were at the beginning of the semester versus where you are at the end of the semester. Think about your strengths and growth areas and discuss what those are in regard to basic counseling skills and counselor characteristics.

- 5. Attendance and Participation (30 points).** Attendance and participation in this course is essential in your growth as a counselor. This includes the ability to receive feedback from others including peers and professors. To receive all of the participation points, students are expected to attend class on time, refrain from any cell phone/superfluous technology use in class, act respectfully towards the instructor, teaching assistant, and classmates, actively participate in class activities and discussion, and respond professionally and appropriately to feedback.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Tape One:	50 points
Tape Two:	50 points

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Final Tape:	100 points
Session/Case Presentation	20 points
Session Analysis	30 points
Course Reflection Paper:	20 points
Participation:	30 points

Total points possible = 300 points

90%-100%	270-300 points	A
80%-89%	240-269 points	B
70%-79%	210-239	C
60%-69%	180-209	D
D < 59%	179-0	F

Assignments are due on the day noted in the syllabus. All assignments are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

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 assessment. The syllabus/schedule are subject to change. Copies of the CSCE are available from the Departmental website.

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).

Students are expected to maintain integrity at all times. Plagiarism is presenting others' work Fall 2017 COUN 516, Page 8 as your own and will not be tolerated in this course. Please remember to always cite authors' work and never directly copy from any source. When in doubt please do not be afraid to ask.

Any act of academic dishonesty may result in a grade of "0" on the assignment and/or course and will be reported to the department chair.

As a courtesy to your professor and peers please refrain from using your cell phone in this class. If you have a family emergency, please step outside of class to address it. You are allowed to use laptops for professional use only (i.e., taking notes). You are not allowed to utilize your laptop for checking personal emails, Facebook, Twitter, etc. This is disrespectful to your professor and those around you.

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APA Style and Formatting

All assignments submitted should follow APA 6th edition guidelines. I strongly suggest students to buy the APA manual. There are also many Internet sites that can be utilized if you are not familiar with APA style.

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.

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

UNIVERSITY CLOSING DUE TO WEATHER

Check <http://www.tamu-commerce.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

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, etc.

Instructional Methods

Lecture by teacher, class discussion, discussion groups, group activities, reading assignments, open textbook study, problem solving and case studies, video presentations, exams, outside of class assignment, and other methods as deemed necessary by the instructor.

Student Responsibilities or Tips for Success in the Course

Attend class on time, read assigned reading, complete all assignments on time, active class participation, cell phones on silent, laptops closed, **contact instructor if you fall**

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behind or struggling with work PRIOR to the due date (I cannot help you if you wait until the due date), respective of instructor and classmates, communicate with instructor if there is a problem and other tips that might be included by the instructor.

Respect confidentiality!

Confidentiality is a necessity. Students might volunteer to share personal information during class discussions or demonstrations. This is an important part of the learning experience and the student's right to privacy must be respected by all. Being actively involved in the class sessions and the small groups entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share with others outside of the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. It is expected that anyone who participates in a demonstration of either an individual session in this course will have his or her confidentiality respected.

Please do not record any lectures, discussions, or demonstrations. Recording parts of class sessions could well pose problems with respect to confidentiality and privacy. Please make sure to turn all cell phone and electronic devices off before entering the classroom. Again, no recording of any aspects of the course is allowed. I also request that you not bring your laptops to the class sessions.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

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- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio https://secure.ecollege.com/tamuc/index.learn?action=technical](https://secure.ecollege.com/tamuc/index.learn?action=technical)

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These

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methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "[click here](#)" to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

I will make every effort to respond to your correspondence in a reasonable timeframe, usually within 48 hrs. If you ask questions that need further assistants, the response may be delayed. All exams and assignments will be returned and/or recorded within 7 days of the due date. If there is going to be a delay I will let you know prior to the 7 days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance sheets will be available every class period. It is the student's responsibility to sign in every class period. Students should contact the instructor, via email, prior to class period regarding any absence or lateness. Excessive absences or lateness will impact your final grade.

Late work is not excepted unless specified by the instructor. This conversation **MUST** happen prior to the due date.

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Missed Exams are not made up unless specified by the instructor. This conversation MUST happen prior to the due date.

Quizzes will be given if the class participation deems it necessary.

Extra credit is not accepted.

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>

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>

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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, 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.

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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.

SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

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Bohart, A. C., & Tallman, K. (2003). *How clients make therapy work: The process of selfhealing*. Washington D. C.: American Psychological Association.

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Duncan, B. L., Hubble, M. A., & Miller, S. D. (1997). *Psychotherapy with "impossible" cases: The efficient treatment of therapy veterans*. NY: W. W. Norton & Company.

Duncan, B. L., Miller, S. D., Sparks, J. A. (2004). *The heroic client: A revolutionary way to improve effectiveness through client-directed, outcome-informed therapy* (Rev. Ed.). NY: Jossey-Bass.

Eriksen, K. & McAuliffe, G. (2003). A measure of counselor competency. *Counselor Education and Supervision*, 43, 120 – 133.

Gysbers, N. C., et al. (1997). *Comprehensive guidance programs that work-II*. Greensboro, NC: ERIC/CASS Publications.

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<http://www.surgeongeneral.gov/library/mentalhealth/>

CLASS SCHEDULE

Date	Topic	Reading	Assignment
01/15/19	Introductions; Course Overview & Expectations; Review Syllabus, paperwork & Chapter 1	Chapter 1	Chapter 1
01/22/19	The counseling relationship	Chapter 2	
01/29/19	Invitational Skills Opening Skills	Chapter 3	Role Play
02/05/19	Paraphrasing skills	Chapter 4	Role Play
02/12/19	Reflecting feelings	Chapter 5	Role Play
02/19/19	Reflecting meaning and summarizing	Chapter 6	Tape 1 & transcript due Role Play
02/26/19	Challenging skills	Chapter 7	Role Play
03/05/19	Assessment and Goal Setting	Chapter 8	Role Play
03/12/19	Change Techniques Prt1	Chapter 9	Tape 2 and transcript due Role Play
03/19/19	SPRING BREAK		
03/26/19	Change Techniques Prt2	Chapter 10	Role Play
04/02/19	Evaluation and Reflection	Chapter 11	Role Play
04/09/19	Termination	Chapter 11	Final tape and transcript due Role Play
04/16/19	Diversity and Cultural Competence	Chapter 12	Role Play
04/23/19	Presentations	Presentations	Session and Case Presentation due Session Analysis due Presentations
04/30/19	Presentations	Presentations	Course Reflection Paper Due Presentations
05/07/19	Presentations	Presentations	Presentations

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