



## **COUN 661: Advanced Practicum**

Course Syllabus:

*Fall 2021*

*Aug 30-Dec 17*

*Wednesdays, 4:30-7:10 pm*

*CHEC*

### **INSTRUCTOR INFORMATION**

**Instructor:** Edith Gonzalez. PhD, NCC

**Office Location:** BIN 223

**Office Hours:** Online, by appointment

**University Email Address:** edith.gonzalez@tamuc.edu

**Preferred Method of Communication:** Email

**Communication Response Time:** 48 hours M-F

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

##### **Required Textbook**

Erford, B.T. (2020). *40 counseling techniques every counselor should know* (3rd ed.) Pearson.

Halbur, D. & Halbur, K.V. (2018). *Developing your theoretical orientation in counseling and psychotherapy* (4th ed). : Pearson

\*\*\*Note: This course uses D2L as it's Learning Management System

##### **Required Supplemental Readings**

American Counseling Association. (2014). *ACA Codes of Ethics*. Alexandria, VA: Author.

<https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c>

Brown, A. P., Marquis, A., & Guiffrida, D. A. (2013). Mindfulness-Based interventions in counseling. *Journal of Counseling & Development*, 91(1), 96-104.

<https://doi.org/10.1002/j.1556-6676.2013.00077.x>

Lloyd-Hazlett, J., Honderich, E. M., & Heyward, K. J. (2016). Fa-MI-ly: Experiential techniques to integrate motivational interviewing and family counseling. *The Family Journal*, 24(1), 31-37. <https://doi.org/10.1177/1066480715615666>

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Myers, J. E., & Sweeney, T. J. (2008). Wellness counseling: The evidence base for practice. *Journal of Counseling & Development*, 86(4), 482-493. <https://doi.org/10.1002/j.1556-6678.2008.tb00536.x>

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44(1), 28-48. <https://doi.org/10.1002/jmcd.12035>

Rochat, S. (2019). Effects of motivational interviewing training in career counseling: A pilot study. *Journal of Career Development*, 46(3), 280-294. <https://doi.org/10.1177/0894845317745380>

## COURSE DESCRIPTION

### Catalogue Description of the Course

COUN 660. Advanced Practicum. Three (3) semester hours.

Advanced Practicum includes 300 clock hours of supervised clinical work in an approved site where students engage in counseling activities with individuals, families, couples, and/or groups, with attention to broadening and refining advanced counseling skills. The remaining six semester hours (600 clock hours) include 300 clock hours of clinical experience in an approved site. During this time students are expected to expand their counseling, teaching, and supervision skills.

Prerequisite: COUN 660-Clinical Supervision; taken concurrently with COUN 610-Advanced Counseling Theories & Techniques

### General Course Information

The Fall semester of COUN 660 (Advanced Practicum) includes a minimum of 300 clock hours of supervised clinical work at an approved Clinical/School site. Group supervision, weekly individual and/or triadic supervision is provided throughout the semester by the instructor of record.

### Doctoral Student Learning Outcomes:

#### 2016 CACREP Standards Addressed in COUN 609

Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
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<p><b>6.B.1.c.</b> conceptualization of clients from multiple theoretical perspectives</p>	<ul style="list-style-type: none"> <li>● Lecture (weeks 2-5 &amp; 7, 9, 12-13)</li> <li>● Reading (Halbur &amp; Halbur, 2018 [Chapter 4])</li> <li>● In-class demonstrations (weeks 3-7 &amp; 9-13)</li> <li>● Class discussion (weeks 2-7 &amp; 9-13)</li> </ul>	<p>1. Counseling Skills Recordings</p>	<p>1. Counseling Skills Recording Rubric</p>	<p>1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
<p><b>6.B.1.d.</b> evidence-based counseling practices</p>	<ul style="list-style-type: none"> <li>● Lectures (weeks 3-7 &amp; 9-13)</li> <li>● Readings (Erford, 2020 [Chapters 1-42]; Brown, Marquis, &amp; Guiffrida, 2013; Myers &amp; Sweeny, 2008; Lloyd-Hazlett, Honderich, &amp; Heyward, 2016; Rochat, 2019)</li> <li>● In-class demonstrations (weeks 3-7 &amp; 9-13)</li> <li>● Class discussion (weeks 3-7 &amp; 9-13)</li> </ul>	<p>1. Counseling Skills Recordings            2. Technique Demonstration</p>	<p>1. Counseling Skills Recording Rubric            2. Technique Demonstration Rubric</p>	<p>1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation            2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
<p><b>6.B.1.e.</b> methods for evaluating counseling effectiveness</p>	<ul style="list-style-type: none"> <li>● Lectures (weeks 3-7 &amp; 9-13)</li> <li>● Readings (Erford, 2020 [Chapters 1-42])</li> <li>● In-class demonstrations (weeks 3-7 &amp; 9-13)</li> <li>● Class discussion (weeks 3-7 &amp; 9-13)</li> </ul>	<p>1. Technique Demonstration</p>	<p>1. Technique Demonstration Rubric</p>	<p>1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
<p><b>6.B.1.f.</b> ethical and culturally relevant counseling in multiple settings</p>	<ul style="list-style-type: none"> <li>● Lectures (week 2)</li> <li>● Readings (Halbur &amp; Halbur (2018) [Chapters 2-3]; ACA Code of Ethics, 2014, Ratts, Singh, Nassa-McMillan, Butler, &amp; McCullough, 2016)</li> <li>● In-class demonstrations (weeks 3-7 &amp; 9-13)</li> <li>● Class discussion (weeks 3-7 &amp; 9-13)</li> </ul>	<p>1. Counseling Skills Recordings</p>	<p>1. Counseling Skills Recording Rubric</p>	<p>1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>

**Content Areas include, but are not limited to, the following:**

- I. Orientation to the framework of an active clinic practice.

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## II. Application of advanced counseling skills in a clinical setting

### **COURSE REQUIREMENTS**

#### **Minimal Technical Skills Needed**

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

#### **Instructional Methods**

This course consists of lecture and didactic learning methods, group discussions, a case conceptualization assignment with recorded demonstration of skills, coupled with a book review. Additionally, experiential learning and practical application will be utilized. When we are not meeting face to face, you will be expected to participate and complete all online tasks via D2L. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

#### **Student Responsibilities or Tips for Success in the Course**

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful to your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 7<sup>th</sup> edition.
7. Regularly check your University email. My suggestion is to check it at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

#### **Assignments/Assessments**

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### 1. Class Participation & Attendance (30 points)

Due to the nature of this class, attendance and participation are essential. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification. The following criteria will be used to determine participation & attendance points:

#### Class Participation Rubric

3 – *Exceeds Expectations* (27-30 points)

Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness

2 – *Meets Expectations* (24 – 26 points)

Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness

1 – *Does Not Meet Expectations* (0-25 points)

Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident

### 2. 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 *professional practice* in the professional counseling field. The competencies outlined in this document (CSCE) are specific to professional counseling and are in addition to academic requirements. The Counseling Program may suspend from the program any students judged incapable of meeting these expectations. Procedures regarding potential dismissal are outlined in the Program's Retention/Dismissal Procedure.

The CSCE may be used by any faculty member with any student enrolled in a Counseling course to provide that student with feedback regarding their potential for meeting the expectations of the professional counseling field and the Department. Completion of a CSCE is required in the following courses: COUN 551, COUN 552, COUN 620, and COUN 660 (i.e., Clinical Supervision, Advanced Practicum, Advanced Internship, Advanced Supervision, Advanced Teaching). The course instructor in COUN 516 and COUN 548 may choose to implement the CSCE at his/her discretion. Each use of the



CSCE must be placed in the student’s Department file along with any remediation plan developed by the faculty in conference with the student.

The Counseling Program has elected to use the CSCE to monitor student’s progress in *professional practice*. As a requirement in this course, a final CSCE evaluation will be completed by the course instructor, in consultation with the student, to assess your professionalism, general competency, social and emotional maturity, integrity and ethical conduct, and clinical competency. Please note that the instructor of the course may choose to administer the CSCE at different time intervals throughout the semester (e.g., initial, mid) at his/her discretion. The CSCE can yield an overall average composite score or an average subscale score for each domain. The Department utilizes both overall average composite score and average subscale scores to monitor students’ *professional practice*. See rubric below.

**Counseling Student Competency Evaluation (CSCE) Rubric**

		1- Does Not Meet Expectations	2 - Meets Expectations	3 - Exceed Expectations
S u b s c a l e	Professionalism subscale (7-items)	Mean score $\geq$ .63 across Professionalism items	Mean score of .33 to .60 across Professionalism items	Mean score of 0 to .30 across Professionalism items
	General Competency subscale (7-items)	Mean score $\geq$ .63 across General Competency items	Mean score of .33 to .60 across General Competency items	Mean score of 0 to .30 across General Competency items
	Social & Emotional Maturity subscale (7-items)	Mean score $\geq$ .63 across Social & Emotional Maturity items	Mean score of .33 to .60 across Social & Emotional Maturity items	Mean score of 0 to .30 across Social & Emotional Maturity items
	Integrity & Ethical Conduct subscale (6-items)	Mean score $\geq$ .63 across Integrity & Ethical Conduct items	Mean score of .33 to .60 across Integrity & Ethical Conduct items	Mean score of 0 to .30 across Integrity & Ethical Conduct items
	Clinical Competency subscale (6-items)	Mean score $\geq$ .63 across Clinical Competency items	Mean score of .33 to .60 across Clinical Competency items	Mean score of 0 to .30 across Clinical Competency items
	<b>Overall average score</b>	Mean score $\geq$ .63 across all CSCE items	Mean score of .33 to .60 across all CSCE items	Mean score of 0 to .30 across all CSCE items

**3. Advanced Practicum Site Supervisor’s Evaluation of Trainee Rubric**

The Counseling Program has elected to assess and incorporate site supervisors’ feedback in the evaluation of students’ performance in *professional practice*. Completion of a site supervisor’s evaluation of trainee is required in COUN 660 (i.e., Advanced Practicum, Advanced Internship) courses. Each use of the site supervisor’s evaluation of trainee must be placed in the student’s Department file.

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As a requirement in this course, a final site supervisor’s evaluation of trainee will be completed by the site supervisor, in consultation with the student, to evaluate your *professional practice* across various domains. Please note that the instructor of the course may require a site supervisor’s evaluation of trainee at different time intervals throughout the semester (e.g., mid) at his/her discretion. The site supervisor’s evaluation of trainee can yield an overall average composite score or an average subscale score for each domain. The Department utilizes both overall average composite score and average subscale scores to monitor students’ *professional practice*.

\*Instructors, please be aware that the site supervisor’s evaluation of trainee exists in two different versions (Practicum or Internship). However, the rubric below (Key Assessment E) is applicable in both advanced practicum and advanced internship. See rubric below.

**Advanced Practicum Site Supervisor’s Evaluation of Trainee Rubric**

		1- Does Not Meet Expectations	2 - Meets Expectations	3 - Exceed Expectations
S u b s c a l e	Administrative Responsibilities (4-items)	Mean score $\leq$ 2.5 across Administrative Responsibilities items	Mean score $\geq$ 2.6 but $\leq$ 3.4 across Administrative Responsibilities items	Mean score $\geq$ 3.5 across Administrative Responsibilities items
	Supervision (5-items)	Mean score $\leq$ 2.5 across Supervision items	Mean score $\geq$ 2.6 but $\leq$ 3.4 across Supervision items	Mean score $\geq$ 3.5 across Supervision items
	Counseling (14-items)	Mean score $\leq$ 2.5 across Counseling items	Mean score $\geq$ 2.6 but $\leq$ 3.4 across Counseling items	Mean score $\geq$ 3.5 across Counseling items
	Professional Relationships & Staff Development	Mean score $\leq$ 2.5 across Professional Relationships & Staff Development items	Mean score $\geq$ 2.6 but $\leq$ 3.4 across Professional Relationships & Staff Development items	Mean score $\geq$ 3.5 across Professional Relationships & Staff Development
	<b>Overall average score</b>	Mean score $\leq$ 2.5 across all items	Mean score $\geq$ 2.6 but $\leq$ 3.4 across all items	Mean score $\geq$ 3.5 across all items

**4. Counseling Skills Recording (60 points; 30 points each):**

Students are required to bring a recorded interaction with a client to two different class meetings as scheduled. The student will present the recordings of his/her choosing along with case presentation write up (see Appendix A). The purpose of this assignment is for



students to demonstrate their conceptualization skills using a theoretical orientation(s), utilization of evidenced counseling practices, and their exploration of ethical and culturally relevant considerations when working with their client. Students will have an opportunity to receive feedback from other students of their recorded session.

This assignment meets CACREP standards 6. B.1.c, 6. B.1.d, and 6. B.1.f.

Sign-up sheet will be provide the first day of class.

**Counseling Skills Recording Rubric**

	1 – Does Not Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
Demonstration of skills in recording (10 points)	Demonstration of skill does not align or only tangentially aligns with counselor basic and advanced skills; presentation does not meet standards of doctoral level coursework (0-7 points)	Demonstration of skill mostly aligns with standards for basic skills and advanced but excludes one or two key considerations; presentation meets standards of doctoral level coursework (8 points)	Demonstration of skill completely aligns with standard for basic and advanced skills; presentation meets standards of doctoral level coursework (9-10 points)
Counselor Characteristics (10 points)	Counselor appeared unprepared with poor demonstration of skills; counselor characteristics does not meet standards of doctoral level coursework (0-7 points)	Counselor appeared mostly prepared and effective demonstration of skills; counselor characteristics meets standards of doctoral level coursework (8 points)	Counselor appeared well-prepared and demonstrated highly effective skills; counselor characteristics meets standards of doctoral level coursework (9-10 points)
Case Presentation Handout (10 points)	Transcript and handout were not provided; handout was missing significant information (e.g., Case history, counseling status, presenting problems, intervention [using theoretical orientation], topic of recorded session, ethical/multicultural considerations, and	Transcript and handout were provided; handout was not missing significant/critical information (e.g., Case history, counseling status, presenting problems, intervention [using theoretical orientation], topic of recorded session, ethical/multicultural considerations, and	Transcript and handout were provided; handout was not missing significant/critical information (e.g., Case history, counseling status, presenting problems, intervention [using theoretical orientation], topic of recorded session, ethical/multicultural





	feedback input); information provided was unrelated to the assignment instructions; handout quality does not meet standards of doctoral level coursework (0-7 points)	feedback input); information provided was directly related to the assignment instructions; handout quality meets standards of doctoral level coursework (8 points)	considerations, and feedback input) and appeared complete and aesthetically pleasing; information provided was directly related to the assignment instructions; handout quality meets standards of doctoral level coursework (9-10 points)
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**5. Technique Demonstration (60 points, 30 points each)**

A group of students (2-3) will present a teaching/learning example of a technique or integration of techniques using the Erford (2020) textbook in a role-play. Each group will present twice.

- **Presentation Roles:**

- In each presentation, one group member should be the “presenter” and the other group member will be the “therapist” in the demonstration (if a group of three: (1) pre-presentation; (1) post-presentation; (1) post-presentation). Roles should reverse in each subsequent presentation (i.e. each person should experience each role).

- **Presentation Structure**

- Presentations should last approximately 20 minutes and should be broken up the following way:
  - Pre Technique presentation: (~5 min) Include name of technique; reasons/scenarios/presenting issues/ etc. which would indicate that this technique would be effective; purpose(s) of technique/typical desired outcome(s); client overview (i.e. make-up/structure, issues to be addressed, any relevant information the audience would need to know.
  - Techniques Demonstration: (10 min) “Therapist” attempt to provide a clear demonstration of the technique.
  - Post-technique presentation: (~5 min) Include brief recap of the name/purpose/focus/desired outcome of the technique; an explanation of how the therapist implemented the technique; the theoretical framework that is a foundation for the technique (or –if not identifiable by the book summary or through additional research- the theoretical framework the presenting group feels is most likely the guiding framework); the outcomes that might be expected as a result of this technique if everything were to go perfectly (specific to the client



- presented); evaluation of counseling technique effectiveness;  
The reason(s) the presenting group selected this particular technique out of the available options.
- A formalized presentation model is not required (e.g. power points, printed outlines, etc.). Rather, students are expected to demonstrate internalized knowledge and understanding of the foundational components of the technique being presented.
  - Sign-up sheet will be provided on the first day of class.

**Technique Demonstration Rubric**

	1 – Does Not Meet Expectations (0-7.9)	2 – Meets Expectations (8-8.9)	3 – Exceeds Expectations (9-10)
Presentation of skill (10 points)	Presentation of skill does not align or only tangentially aligns with textbook; did not describe how skill is guided by theoretical orientation; did not provide an explanation of how to evaluate the effectiveness of skill; presentation does not meet standards of doctoral level coursework	Presentation of skill mostly aligns with textbook but excludes one or two key considerations; described how skill is guided by theoretical orientation one or two key considerations; provided an explanation of how to evaluate the effectiveness of skill one or two key considerations; presentation meets standards of doctoral level coursework	Presentation of skill completely aligns with textbook; effectively described how skill is guided by theoretical orientation; provided a comprehensive explanation of how to evaluate the effectiveness of skill; presentation meets standards of doctoral level coursework
Demonstration of skill (10 points)	Demonstration of skill does not align or only tangentially aligns with textbook; presentation does not meet standards of doctoral level coursework	Demonstration of skill mostly aligns with textbook but excludes one or two key considerations; presentation meets standards of doctoral level coursework	Demonstration of skill completely aligns with textbook; presentation meets standards of doctoral level coursework
Counselor Characteristics (10 points)	Counselor appeared unprepared with poor demonstration of skills; counselor characteristics does	Counselor appeared mostly prepared and effective demonstration of skills; counselor	Counselor appeared well-prepared and demonstrated highly effective skills; counselor



	not meet standards of doctoral level coursework	characteristics meets standards of doctoral level coursework	characteristics meets standards of doctoral level coursework
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## GRADING

Final grades in this course will be based on the following scale:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

Assignment/Assessment	Point Value
Class Participation & Attendance	30
Counseling Skills Recording	60
Technique Demonstration	60
CSCE	0
Site Supervisor Evaluation	0

Total points possible = 150 for this course.

Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 100.

**\*\*\*Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period (i.e., 4:29pm). Late assignments will have 10% deduction per day late from the final score, and will not be accepted three days after the due date.**

## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best

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course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the

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			latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- 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.
- 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.

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/>
  - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
  - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
  - Apple Quick Time <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.

## 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](mailto: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 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.

## **Interaction with Instructor Statement**

### *[Example]*

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, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

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

### **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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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.

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<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 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@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**

### **Course Calendar**

<b>Date</b>	<b>Topic</b>	<b>CACREP Standard(s)</b>	<b>Readings</b>	<b>Assignments</b>
Week 1 9/1	-Introductions -Course overview and expectations		-Halbut & Halbur (2018) Chapter 1: Why Theoretical Orientation is Important	-Review Syllabus (available in D2L)
Week 2 9/8	-Introduction to theory discussion  -Ethical and legal concerns in practice	<b>6.B.1.c.</b> <b>6.B.1.f.</b>	-Halbur & Halbur (2018) Chapter 2: Incorporating Theory into Practice -Halbur & Halbur (2018) Chapter 3: Top 10 ways to Find Your Theoretical Orientation --ACA Code of Ethics (2014) -Ratts, Singh, Nassar-McMillan, Butler, & McCullough (2016) Multicultural and social justice	

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			counseling competencies: Guidelines for the counseling profession	
Week 3 9/15	<p>-Techniques Based on Solution-Focused Brief Counseling Approaches (Origins of, How to implement, Variations of, Example of, Usefulness of, and Evaluation of techniques)</p> <p>-Scaling, Exceptions, Problem Free-Talk, Miracle Question, and Flagging the Minefield</p> <p>-Presentation of Technique &amp; Recordings</p>	<b>6.B.1.c.</b> <b>6.B.1.d</b> <b>6.B.1.e.</b>	<p>-Halbur &amp; Halbur (2018) Chapter 4: Six Schools of Thought and Their Theories (Constructivist School of Thought)</p> <p>-Erford (2020) Chapter 1: Scaling</p> <p>-Erford (2020) Chapter 2: Exceptions</p> <p>-Erford (2020) Chapter 3: Problem-Free Talk</p> <p>-Erford (2020) Chapter 4: Miracle Question</p> <p>-Erford (2020) Chapter 5: Flagging the Minefield</p>	
Week 4 9/22	<p>-Techniques Based on Adlerian or Psychodynamic Approaches (Origins of, How to implement, Variations of, Example of, Usefulness of, and Evaluation of techniques)</p> <p>-Messages, Acting as If, Mutual Storytelling, Paradoxical Interventions</p> <p>-Presentation of Technique &amp; Recordings</p>	<b>6.B.1.c.</b> <b>6.B.1.d</b> <b>6.B.1.e.</b>	<p>-Halbur &amp; Halbur (2018) Chapter 4: Six Schools of Thought and Their Theories (Psychodynamic School of Thought)</p> <p>-Erford (2020) Chapter 6: I- Messages</p> <p>-Erford (2020) Chapter 7: Acting As If</p> <p>-Erford (2020) Chapter 8: Spitting in the Soup</p> <p>-Erford (2020) Chapter 9: Mutual Storytelling</p> <p>-Erford (2020) Chapter 10: Paradoxical Interventions</p>	
Week 5 9/29	<p>-Techniques Based on Gestalt and Psychodrama Principles (Origins of, How to implement, Variations of, Example of, Usefulness of, and Evaluation of techniques)</p>	<b>6.B.1.c.</b> <b>6.B.1.d</b> <b>6.B.1.e.</b>	<p>-Halbur &amp; Halbur (2018) Chapter 4: Six Schools of Thought and Their Theories (Humanistic School of Thought)</p> <p>-Erford (2020) Chapter 11: Empty Chair</p> <p>-Erford (2020) Chapter 12: Body Movement and Exaggeration</p> <p>-Erford (2020) Chapter 13: Role</p>	



	<p>-Empty Chair, Body Movement and Exaggeration, and Role Reversal</p> <p>-Presentation of Technique &amp; Recordings</p>		Reversal	
<p>Week 6 10/6</p>	<p>-Techniques Based on Mindfulness Approaches (Origins of, How to implement, Variations of, Example of, Usefulness of, and Evaluation of techniques)</p> <p>-Visual/Guided Imagery, Deep Breathing, Progressive Relaxation Training, and Mindfulness Meditation</p> <p>-Presentation of Technique &amp; Recordings</p>	<p><b>6.B.1.d</b> <b>6.B.1.e.</b></p>	<p>-Erford (2020) Chapter 14: Visual/Guided Imagery          -Erford (2020) Chapter 15: Deep Breathing          -Erford (2020) Chapter 16: Progressive Muscle Relaxation Training          -Erford (2020) Chapter 17: Mindfulness Meditation          -Brown, Marquis, &amp; Guiffrida (2013) Mindfulness-Based interventions in counseling          -Myers &amp; Sweeny (2008) Wellness counseling: The evidence base for practice</p>	
<p>Week 7 10/13</p>	<p>-Techniques Based on Humanistic-Phenomenological Approaches (Origins of, How to implement, Variations of, Example of, Usefulness of, and Evaluation of techniques)</p> <p>-Self-Disclosure, Confrontation, Motivational Interviewing, and Strength Bombardment</p> <p>-Presentation of Technique &amp; Recordings</p>	<p><b>6.B.1.c.</b> <b>6.B.1.d</b> <b>6.B.1.e.</b></p>	<p>-Halbur &amp; Halbur (2018) Chapter 4: Six Schools of Thought and Their Theories (Humanistic School of Thought)          -Erford (2020) Chapter 18: Self-Disclosure          -Erford (2020) Chapter 19: Confrontation          -Erford (2020) Chapter 20: Motivational Interviewing          -Erford (2020) Chapter 21: Strength Bombardment          -Lloyd-Hazlett, Honderich, &amp; Heyward (2016) Fa-MI-ly: Experiential techniques to integrate motivational interviewing and family counseling          -Rochat (2019) Effects of motivational interviewing training in career counseling: A</p>	<p><b>First technique presentation and counseling skills recording done</b></p>



			pilot study	
Week 8 10/20	<b>Mid-term Individual Evaluations</b>		<b>Set Individual meeting time with the instructor</b>	
Week 9 10/27	<p>-Techniques Based on Cognitive-Behavioral Approaches (Origins of, How to implement, Variations of, Example of, Usefulness of, and Evaluation of techniques)</p> <p>-Self-Talk, Reframing, Thought Stopping, Cognitive Restructuring, REBT: The ABCDEF Model and Rational-Emotive Imagery, Systematic Desensitization, and Stress Inoculation Training</p> <p>-Presentation of Technique &amp; Recordings</p>	<p><b>6.B.1.c.</b>  <b>6.B.1.d</b>  <b>6.B.1.e.</b></p>	<p>-Halbur &amp; Halbur (2018) Chapter 4: Six Schools of Thought and Their Theories (Pragmatic School of Thought)</p> <p>-Erford (2020) Chapter 22: Self-Talk</p> <p>-Erford (2020) Chapter 23: Reframing</p> <p>-Erford (2020) Chapter 24: Thought Stopping</p> <p>-Erford (2020) Chapter 25: Cognitive Restructuring</p> <p>-Erford (2020) Chapter 26: REBT: The ABCDEF Model and Rational-Emotive Imagery</p> <p>-Erford (2020) Chapter 27: Systematic Desensitization</p> <p>-Erford (2020) Chapter 28: Stress Inoculation Training</p>	
Week 10 11/3	<p>-Techniques for Use Within and Between Sessions (Origins of, How to implement, Variations of, Example of, Usefulness of, and Evaluation of techniques)</p> <p>-Assigning Homework, Bibliotherapy, and Journaling</p> <p>-Presentation of Technique &amp;</p>	<p><b>6.B.1.d</b>  <b>6.B.1.e.</b></p>	<p>-Erford (2020) Chapter Chapters 29: Assigning Homework</p> <p>-Erford (2020) Chapter 30: Bibliotherapy</p> <p>-Erford (2020) Chapter 31: Journaling</p>	



	Recordings			
Week 11 11/10	<p>-Techniques Based on Social Learning Approaches (Origins of, How to implement, Variations of, Example of, Usefulness of, and Evaluation of techniques)</p> <p>-Modeling, Behavioral Rehearsal, and Role Play</p> <p>-Presentation of Technique &amp; Recordings</p>	<p><b>6.B.1.d</b>  <b>6.B.1.e.</b></p>	<p>-Erford (2020) Chapter 32: Modeling</p> <p>-Erford (2020) Chapter 33: Behavioral Rehearsal</p> <p>-Erford (2020) Chapter 34: Role Play</p>	
Week 12 11/17	<p>-Techniques Based on Behavioral Approaches Using Positive Reinforcement (Origins of, How to implement, Variations of, Example of, Usefulness of, and Evaluation of techniques)</p> <p>-Premack Principle, Behavioral Chart, Token Economy, and Behavioral Contract</p> <p>-Presentation of Technique &amp; Recordings</p>	<p><b>6.B.1.c.</b>  <b>6.B.1.d</b>  <b>6.B.1.e.</b></p>	<p>-Halbur &amp; Halbur (2018) Chapter 4: Six Schools of Thought and Their Theories (Behavioral School of Thought)</p> <p>-Erford (2020) Chapter 35: Premack Principle</p> <p>-Erford (2020) Chapter 36: Behavior Chart</p> <p>-Erford (2020) Chapter 37: Token Economy</p> <p>-Erford (2020) Chapter 38: Behavioral Contract</p>	
Week 13 11/24	<p><b>No Class</b>  <b>Holiday Break</b></p>			
Week 14 12/1	<p>-Techniques Based on Behavioral Approaches Using Negative Reinforcement (Origins of, How to implement, Variations of, Example of, Usefulness of, and Evaluation of techniques)</p>	<p><b>6.B.1.c.</b>  <b>6.B.1.d</b>  <b>6.B.1.e.</b></p>	<p>-Halbur &amp; Halbur (2018) Chapter 4: Six Schools of Thought and Their Theories (Behavioral School of Thought)</p> <p>-Erford (2020) Chapter 39: Extinction</p> <p>-Erford (2020) Chapter 40: Time Out</p> <p>-Erford (2020) Chapter 41:</p>	<p><b>Second technique presentation and counseling skills recording done</b></p>



	-Extinction, Time Out, Response Cost, and Overcorrection  -Presentation of Technique & Recordings		Response Cost -Erford (2020) Chapter 42: Overcorrection	
Week 15  12/8	Group Debrief of Semester			<b>Site Supervisor Evaluation</b>
Week 16  12/15	<b>CSCE (Individual Supervision)</b>		<b>CSCE (Individual Supervision)</b>	<b>CSCE (Individual Supervision)</b>



Appendix A  
CASE PRESENTATION FORM

Client (Pseudonym): \_\_\_\_\_ Counselor: \_\_\_\_\_  
Date: \_\_\_\_\_ Presented Previously: Yes: \_\_\_\_ No: \_\_\_\_

Note: For cases presented previously, only provide information in 1-4 below that is new or revised or otherwise pertinent to this presentation.

1. Case history/situation:

2. Counseling status (# of sessions, frequency of sessions, group/individual, volunteer/resistant, etc.):

3. Presenting Problems:

4. Intervention

- a. Theoretical Framework(s)
- b. Goals
- c. Techniques (applied or planned)
- d. Future Directions



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5. Topic of recorded session segment to be presented:

6. Ethical and Multicultural Considerations

7. Specific issues/questions for group feedback:

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