



## **COUN 548: Advanced Counseling Skills**

Course Syllabus: Fall 2022

Wednesday 7:20-10:10

Mesquite Site

### **INSTRUCTOR INFORMATION**

**Instructor:** Kimberly McLeod

**Office Hours:** (online, by appointment only)

**University Email Address:** [Kimberly.McLeod@tamuc.edu](mailto:Kimberly.McLeod@tamuc.edu)

**Preferred Method of Communication:** Email

**Communication Response Time:** 48 hours on weekdays

### **COURSE INFORMATION**

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

##### **Required Textbook**

Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society, 10th Edition. ISBN: 978-0-357-62279-7

Allen Ivey, Mary Bradford Ivey, Carlos Zalaquett

Note: This course will use D2L as its Learning Management System

\*\*Other readings as assigned

##### **Supplemental Readings**

Balmsforth, J. (2009). "The weight of class: Clients' experiences of how perceived differences in social class between counsellor and client affect the therapeutic relationship. *British Journal of Guidance & Counselling*, 37(3), p. 375-386.

Corsini, R.J. & Wedding, D. (Eds.). (2005). *Current psychotherapies* (7<sup>th</sup> ed.). Belmont, CA: Thomson Brooks/Cole.

Polanski, P.J. & Hinkle, J.S. (2011). The mental status exam: Its use by professional counselors. *Journal of Counseling & Development*, 78 (3), pp.357-364.

Ray, D. C., Armstrong, S. A., Balkin, R. S., & Jayne, K. M. (2015). Child centered play therapy in the schools: Review and meta-analysis. *Psychology in the Schools*, 52(2), 107-123, DOI: 10.1002/pits.21798

*The syllabus/schedule are subject to change.*



## COURSE DESCRIPTION

### **Catalogue 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.

### **General Course Information**

Advanced Skills is designed to develop students' counseling skills beyond the basic level required in Pre-Practicum. The primary emphasis is on merging basic skills acquired in COUN 516-Pre-Paracticum and COUN 510- Counseling Theories. Advanced Skills is a course based on didactic learning, discussion and demonstration of theoretically consistent skills and techniques. Students will learn and practice a variety of counseling strategies. Students are expected to have completed and maintained the performance competencies specified for Pre-Practicum

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## **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, small group discussions, and in-class assignments, coupled with experiential learning and practical application. 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.

As a student in this course, the following is a list expectations:

1. You are expected to display professionalism at all times. Be respectful of 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 6<sup>th</sup> edition.
7. Regularly check your University email. My suggestion is to check this 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.

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## Assignments/Assessments

### 1. Class Participation & Attendance (20 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*

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*

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*

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. Online Discussion (20 points)

In addition to face to face class participation, students will participate in online discussions. Students will be discussing readings and concepts that are integral to counseling practice.

### Online Discussion Rubric

3 – <i>Exceeds Expectations</i>	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 – <i>Meets Expectations</i>	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 – <i>Does Not Meet Expectations</i>	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

## 3. Counseling session video recording/critique (40 points each)

Students will video record two 45-minute partner-counseling sessions with a classmate. It is essential for submitted recordings to have clear audio and video. In addition, recordings must show the “counselor” facing the “client.” The purpose of this assignment is to demonstrate the ability to relate therapeutically to your partner and the skills and concepts learned in this class. The goal is to build on the relational attitudes and skills learned in COUN 516, the basic skills course. For the critique, the student will choose the best 15 consecutive responses of the recording to transcribe. The student will prepare a verbatim typed script of the best 15 consecutive responses of the session, noting both counselor and “client” responses including nonverbal cues and responses. If the only response that the counselor makes in response to the client, it does not count as one of the 15 consecutive responses. Also include an alternative response on three exchanges (see below for example).

Then, the student will complete a 3 page critique of the counseling session as evaluated it in its totality. The student will add this critique to the end of the transcript.

The critique will address the following questions\*

- What did I do well?
- How would I describe the connection between us?
- What area(s) do I need improvement?
- How many reflections of feeling did I complete?
- Identify each of them.
- How many questions did I ask? Identify them.
- Overall reaction to the interaction. How was I feeling? (i.e. nervous, confident)

\* These questions are not meant to be answered by one sentence. Please elaborate.

An example of the transcript follows:

1. Cl: I am looking forward to seeing him and can't wait.  
CO: You are really glad to get the chance to see him.  
AR: You are so happy that you're going to see him. It sounds like you've missed him.
  
2. Cl: I want to talk to him, but I'm afraid of how he might respond when I tell him.  
CO: You have mixed feelings. You want to see him, but you also have to tell him something painful.

**Counseling Recording & Critique Rubric**

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Relational attitudes and skills (20 points)	Student did not demonstrate the ability to make contact with the “client”	Student demonstrated adequate relational attitudes (including empathy) and skills and showed potential to make contact with “client”	Student demonstrated above average relational skills (including empathy) and was able to make good contact with “client”
Basic and advanced skills (20 points)	Student’s demonstration of basic skills and advanced skills were inadequate	Student’s demonstration of basic skills and advanced skills was adequate	Student’s demonstration of basic and advanced skills was advanced
15 Consecutive Exchanges (20 points)	Consecutive exchanges were incomplete or missing; quality of the student’s responses were not representative of graduate level work	Consecutive exchanges were complete and student’s responses to “client” were adequate	Consecutive exchanges were complete and student’s responses to “client” were facilitative and skillful
Critique (20 points)	Critique was not complete or not completed in the method described in the instruction for the assignment	Critique was mostly complete or completed in the method described in the instructions for the assignment; missing one or two items.	Critique indicated insight and understanding of therapeutic relationship and essential skills

**4. 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
Subscale	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	Mean score $\geq$ .63	Mean score of .33	Mean score of 0 to .30

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Competency subscale (6-items)	across Clinical Competency items	to .60 across Clinical Competency items	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

5. **Theory Paper (20points):** The student will develop a paper that describes one's personal choice of counseling using the theory handouts and other concepts and ideas covered in class. This paper will include the student's beliefs about people, a preferred way of working with clients, and an understanding of a preferred counseling theory. In addition to the title and reference page, the paper needs to be 5-6 pages, double-spaced, 12-point font Times New Roman and adhere to APA 7<sup>th</sup> edition standards. See rubric below.

**Personal Theory Rubric**

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Counseling style (30 points)	Counseling philosophy and style were vague and incomplete; no support for points; not representative of graduate level work	Counseling style was fairly clear but missing one or two key points; some support from sources provided; representative of graduate level work	Counseling style was clear and complete with no missing information; good support for points provided; representative of graduate level work
Understanding of theory (30 points)	Understanding of theory was inadequate and unclear; no use of literature to explain theoretical orientation; not representative of graduate level work	Understanding of theory was fairly complete; effective use of literature to explain preferred theoretical orientation representative of graduate level work	Understanding of theory was complete; effective use of literature to explain preferred theoretical orientation; representative of graduate level work

## GRADING

Assignment/Assessment	Point Value
Attendance / Participation	20
Online discussions	20
Counseling session recordings	40
<u>Personal theory paper</u>	<u>20</u>
Total	100

**This is a pass/fail course.** To pass this course, students must get a minimum of 80 points out of a possible 100. For accreditation, instructors do calculate grades on assignments.

## 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 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 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

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- 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/) <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.

## ACCESS AND NAVIGATION

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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

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.

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## **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](#).

<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](#)

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<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/)

<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.

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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.

### **Counseling Center**

“The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center’s crisis assessment services by calling [903-886-5145](tel:903-886-5145). For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

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<b>Class Dates</b>	<b>Assignment Due Dates</b>	<b>Chapter Readings</b>
<b>August 31</b>		1: Intentional Interviewing, Counseling, and Psychotherapy
<b>September 7*</b>	Discussion Post 1	2: Ethics and Multicultural Competence
<b>September 14*</b>		3: Listening, Attending, and Empathy
<b>September 21</b>		4: Observation Skills
<b>September 28</b>		5: Questions
<b>October 5</b>	Counseling Session 1	6: Encouraging, Paraphrasing, and Summarizing
<b>October 12</b>		7: Observing and Reflecting Feelings
<b>October 19*</b>	Discussion Post 2	8: The Five-Stage Interview
<b>October 26</b>		9 & 10: Focusing the Counseling Session & Empathic and Supportive Confrontation
<b>November 2</b>		11: Reflection of Meaning and Interpretation/Reframing
<b>November 9</b>	Counseling Session 2	12: Action Skills for Building Resilience and Managing Stress
<b>November 16</b>		13: Counseling Theory and Practice
<b>November 23</b>	Thanksgiving Holiday	Thanksgiving Holiday
<b>November 30</b>		14: Skill Integration, Determining Personal Style, and Transcendence
<b>December 7</b>	Personal Theory Paper	
<b>December 10</b>	Finals Week	

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**Student Learning Outcomes**

**2016 CACREP Standards Addressed in COUN 548**

<b>Core Standard</b>	<b>Learning Activity</b>	<b>Assignment</b>	<b>Assessment Rubric</b>	<b>Benchmark</b>
<b>2.F.1.k.</b> strategies for personal and professional self-evaluation and implications for practice	Lecture, Readings; Corsini & Wedding, 2005, Chapter 1; Balmsforth (2009); Yalom (2013)	1. Skills Recording & Critique 2. Personal Counseling Style Paper	1. Skills Recording & Critique Rubric 2. Personal Counseling Style Paper Rubric	1. & 2. $\geq$ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>2.F.5.h.</b> developmentally relevant counseling treatment or intervention plans	Lecture, Readings: Corsini and Wedding, 2005	1. 1. Skills Recording & Critique	1. Skills Recording & Critique Rubric	1. $\geq$ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>2.F.5.i.</b> development of measurable outcomes for clients	Lecture, Readings: Corsini & Wedding Chapters 6, 7 & 8 (2005); Polanski & Hingle (2011); Ray et al., (2015)	1. Skills Recording & Critique 2. Personal Counseling Style Paper	1. Skills Recording & Critique Rubric 2. Personal Counseling	1. & 2. $\geq$ 80% of average rubric scores will either meet (2) or exceed (3)
<b>2.F.5.j.</b> <b>evidence-based counseling strategies and techniques for prevention and intervention</b>	Lecture, Readings: Corsini & Wedding Chapters 6, 7 & 8 (2005); Polanski & Hingle (2011); Ray et al., (2015)	1. Skills Recording & Critique	1. Skills Recording & Critique Rubric	1. $\geq$ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>2.F.5.k.</b> <b>strategies to promote client understanding of and access to a variety of community-based resources</b>	<a href="https://www.nih.gov/about-nih/what-we-do/nih-almanac/national-institute-mental-health-nimh">https://www.nih.gov/about-nih/what-we-do/nih-almanac/national-institute-mental-health-nimh</a>	2. Personal Counseling Style Paper	2. Personal Counseling Style Paper Rubric	2. $\geq$ 80% of average rubric scores will either meet (2) or exceed (3) expectation

<b>2.F.5.n. processes for aiding students in developing a personal model of counseling</b>	Lecture, Readings: Corsini & Wedding, 2005; Yalom (2013)	1. Skills Recording & Critique 2. Personal Counseling Style Paper	1. Skills Recording & Critique Rubric 2. Personal Counseling Style Paper Rubric	1. & 2. $\geq$ 80% of average rubric scores will either meet (2) or exceed (3) expectation
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Ivey, Intentional Interviewing and Counseling	CACREP Standards
<b>Chapter 1 – Intentional Interviewing, Counseling, and Psychotherapy</b>	
Interviewing, Counseling, and Psychotherapy	<p>2.F.1.a. history and philosophy of the counseling profession and its specialty areas</p> <p>2.F.1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation</p> <p>2.F.5.i. development of measurable outcomes for clients</p> <p>2.F.8.i. analysis and use of data in counseling</p>
Cultural Humility and Intentionality: The Flexible, Aware, and Skilled Counselor	<p>2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</p> <p>2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</p> <p>2.F.2.c. multicultural counseling competencies</p> <p>2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior</p>
Resilience and Self-Actualization in Social Context	2.F.2.h. a general framework for understanding

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	<p>differing abilities and strategies for differentiated interventions</p> <p>2.F.2.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</p> <p>2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior</p>
The Microskills Hierarchy: The Listening and Action Skills of the Helping Process	<p>2.F.5.a. theories and models of counseling</p> <p>2.F.5.b. a systems approach to conceptualizing clients</p> <p>2.F.5.c. theories, models, and strategies for understanding and practicing consultation</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p> <p>2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources</p> <p>2.F.8.i. analysis and use of data in counseling</p>
Neuroscience and Neurobiology: Implications of Cutting-Edge Science for the Future of Counseling and Psychotherapy	<p>2.F.3.a. theories of individual and family development across the lifespan</p> <p>2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
Office, Community, Phone, and Internet: Where Do We Meet Clients	<p>2.F.1.j. technology's impact on the counseling profession</p> <p>2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</p> <p>2.F.5.e. the impact of technology on the counseling process</p> <p>2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention</p>
Your Natural Helping Style	<p>2.F.5.f. counseling characteristics and behaviors that</p>

	<p>influence the counseling process</p> <p>2.F.1.k. strategies for personal and professional self-evaluation and implications for practice</p> <p>2.F.5.n. processes for aiding students in developing a personal model of counseling</p>
Key Points and Practice	<p>2.F.5.f. counseling characteristics and behaviors that influence the counseling process</p> <p>2.F.2.k. strategies for personal and professional self-evaluation and implications for practice</p> <p>2.F.5.n. processes for aiding students in developing a personal model of counseling</p>
<b>Chapter 2 – Ethics and Multicultural Competence: Stress and Trauma, Building Resilience</b>	
Ethics and the Counseling and Psychotherapy Process	<p>2.F.1.j. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</p> <p>2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</p> <p>2.F.4.g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy</p> <p>2.F.1.g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</p> <p>2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</p> <p>2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</p> <p>2.F.2.c. multicultural counseling competencies</p> <p>2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of</p>



	<p>others</p> <p>2.F.2.e. the effects of power and privilege for counselors and clients</p> <p>2.F.2.g. the impact of spiritual beliefs on clients' and counselors' worldviews</p> <p>2.F.3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan</p> <p>2.F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions</p> <p>2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</p>
Awareness, Knowledge, Skills, and Action for Multicultural and Social Justice Competence	<p>2.F.2.c. multicultural counseling competencies</p> <p>2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p> <p>2.F.3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan</p> <p>2.F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions</p> <p>2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</p>
Neuroscience and Neurobiology: The Results of Trauma and Possible Treatment	<p>2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
Resilience and Positive Psychology	<p>2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</p>

	2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
Positive Psychology and Therapeutic Lifestyle Changes: Building Client Resilience	2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan  2.F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
Advocacy	2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients  2.F.1.i. self-care strategies appropriate to the counselor role  2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy  2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan  2.F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
Key Points and Practice	2.F.5.f. counseling characteristics and behaviors that influence the counseling process  2.F.2.k. strategies for personal and professional self-evaluation and implications for practice  2.F.5.n. processes for aiding students in developing a personal model of counseling
<b>Chapter 3 – Listening, Attending, and Empathy: Essential for Relationship Building</b>	
Attending Behavior: The Foundational Skill of Listening	2.F.5.a. theories and models of counseling

	<p>2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
Awareness, Knowledge, and Skills of Attending Behavior and Empathy Skills	<p>2.F.4.j. ethical and culturally relevant strategies for addressing career development</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
Cultural and Individual Variations in Microskills Usage Must Be Noted	<p>2.F.2.c. multicultural counseling competencies</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
Empathy: Awareness, Knowledge, and Skills	<p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p> <p>2.F.7.i. use of assessments relevant to academic/educational, career, personal, and social development</p>
Neuroscience and Empathy	<p>2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
Attending Behavior and Empathy in Action	<p>2.F.2.c. multicultural counseling competencies</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
The Listening and Attending Skills in the Context of Telebehavioral Health or Telepsychology	<p>2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</p> <p>2.F.5.e. the impact of technology on the counseling process</p>
Training as Treatment: Social Skills, Psychoeducation, and Attending Behavior	<p>2.F.1.k. strategies for personal and professional self-evaluation and implications for practice</p>



	2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Attending and Empathy in Challenging Situations	2.F.2.c. multicultural counseling competencies 2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Practice	2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Key Points and Practice	2.F.5.f. counseling characteristics and behaviors that influence the counseling process 2.F.2.k. strategies for personal and professional self-evaluation and implications for practice 2.F.5.n. processes for aiding students in developing a personal model of counseling
<b>Chapter 4 – Observation Skills</b>	
Are You a Good Observer?	2.F.1.k. strategies for personal and professional self-evaluation and implications for practice 2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Awareness, Knowledge, and Skills: Principles for Observation	2.F.5.g. essential interviewing, counseling, and case conceptualization skills 2.F.2.c. multicultural counseling competencies 2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings
Nonverbal Behavior	2.F.5.g. essential interviewing, counseling, and case conceptualization skills 2.F.2.c. multicultural counseling competencies
Verbal Behavior	2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Is This Interview About Studying or Racial Harassment	2.F.2.c. multicultural counseling competencies 2.F.5.g. essential interviewing, counseling, and case

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	conceptualization skills
Discrepancies, Mixed Messages, and Conflict	2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Key Points and Practice	2.F.5.f. counseling characteristics and behaviors that influence the counseling process  2.F.2.k. strategies for personal and professional self-evaluation and implications for practice  2.F.5.n. processes for aiding students in developing a personal model of counseling
<b>Chapter 5 – Questions: Opening Communication</b>	
Questions	2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Awareness, Knowledge, and Skills: Questions for Results	2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Questions in the Interview	2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Multiple Applications of Questions	2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships  2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Key Points and Practice	2.F.5.f. counseling characteristics and behaviors that influence the counseling process  2.F.2.k. strategies for personal and professional self-evaluation and implications for practice  2.F.5.n. processes for aiding students in developing a personal model of counseling
<b>Chapter 6 – Encouraging, Paraphrasing, and Summarizing: Active Listening and Cognition</b>	
Encouraging, Paraphrasing, and Summarizing	2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Awareness, Knowledge, and Skills: Encouraging, Paraphrasing, and Summarizing	2.F.5.g. essential interviewing, counseling, and case conceptualization skills

	<p>2.F.3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan</p> <p>2.F.2.c. multicultural counseling competencies</p>
Basic Techniques and Strategies of Encouraging, Paraphrasing, and Summarizing	2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Listening Skills and Children	<p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p> <p>2.F.5.h. developmentally relevant counseling treatment or intervention plans</p> <p>2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</p> <p>2.F.2.c. multicultural counseling competencies</p>
Multiple Applications: Additional Functions of the Skills of Encouraging, Paraphrasing, and Summarizing	<p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p> <p>2.F.2.c. multicultural counseling competencies</p>
Multicultural Issues in Encouraging, Paraphrasing, and Summarizing	<p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p> <p>2.F.2.c. multicultural counseling competencies</p>
Practice, Practice, Practice	2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Key Points and Practice	<p>2.F.5.f. counseling characteristics and behaviors that influence the counseling process</p> <p>2.F.2.k. strategies for personal and professional self-evaluation and implications for practice</p> <p>2.F.5.n. processes for aiding students in developing a personal model of counseling</p>
<b>Chapter 7 – Observing and Reflecting Feelings: The Heart of Empathic Understanding</b>	
Reflection of Feeling	2.F.5.g. essential interviewing, counseling, and case conceptualization skills

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<p>Awareness and Knowledge: The Emotional Basis of Counseling and Therapy</p>	<p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p> <p>2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</p>
<p>The Skill Dimensions of Reflection of Feeling</p>	<p>2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</p> <p>2.F.5.f. counselor characteristics and behaviors that influence the counseling process</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
<p>Reflecting Feelings in Action</p>	<p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
<p>Multiple Applications of Reflecting Feelings</p>	<p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
<p>Key Points and Practice</p>	<p>2.F.5.f. counseling characteristics and behaviors that influence the counseling process</p> <p>2.F.2.k. strategies for personal and professional self-evaluation and implications for practice</p> <p>2.F.5.n. processes for aiding students in developing a personal model of counseling</p>
<p><b>Chapter 8 – The Five-Stage Interview: Empathically Integrating Skills for Creative Change</b></p>	
<p>The Basic Listening Sequence: Foundation for Empathic Listening and Relationship-Building in Many Settings</p>	<p>2.F.5.a. theories and models of counseling</p> <p>2.F.5.b. a systems approach to conceptualizing clients</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
<p>Awareness and Knowledge: The Five-Stage Model for Structuring the Session</p>	<p>2.F.5.a. theories and models of counseling</p> <p>2.F.5.g. essential interviewing, counseling, and case</p>



	conceptualization skills
Decision Counseling and the Five Stages	2.F.5.a. theories and models of counseling 2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Using the Five Stages of Interviewing in Decision Counseling	2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally 2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy 2.F.2.c. multicultural counseling competencies 2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination 2.F.5.a. theories and models of counseling 2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Multiple Applications: Integrating Microskills with Stress Management and Social Justice	2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy 2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Taking Notes in the Session	2.F.5.g. essential interviewing, counseling, and case conceptualization skills
How to Talk About Issues Friends and Family Do Not Agree with, but You Find Important: Why Vaccines Are Important	2.F.5.g. essential interviewing, counseling, and case conceptualization skills

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Key Points and Practice	<p>2.F.5.f. counseling characteristics and behaviors that influence the counseling process</p> <p>2.F.2.k. strategies for personal and professional self-evaluation and implications for practice</p> <p>2.F.5.n. processes for aiding students in developing a personal model of counseling</p>
<b>Chapter 9 – Focusing the Counseling Session: Contextualizing and Broadening the Story</b>	
Focusing: A Central Skill for Understanding Clients and Their Social Context	<p>2.F.5.b. a systems approach to conceptualizing clients</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p> <p>2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</p>
Awareness and Knowledge of Focusing	<p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
The Community Genogram: Bringing Cultural/Environmental Context into the Session	<p>2.F.2.c. multicultural counseling competencies</p> <p>2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p> <p>2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</p> <p>2.F.5.b. a systems approach to conceptualizing clients</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>

<p>Focusing in Action</p>	<p>2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p> <p>2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</p> <p>2.F.5.b. a systems approach to conceptualizing clients</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
<p>Multiple Applications of Focusing</p>	<p>2.F.2.c. multicultural counseling competencies</p> <p>2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p> <p>2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</p> <p>2.F.5.b. a systems approach to conceptualizing clients</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
<p>Key Points and Practice</p>	<p>2.F.5.f. counseling characteristics and behaviors that influence the counseling process</p> <p>2.F.2.k. strategies for personal and professional self-evaluation and implications for practice</p> <p>2.F.5.n. processes for aiding students in developing a personal model of counseling</p>

<p><b>Chapter 10 – Empathic and Supportive Confrontation: Identifying and Challenging Client Conflict</b></p>	
<p>Empathic Confrontation, Creating the <i>New</i></p>	<p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
<p>Awareness and Knowledge: Empathic Confrontation for Results</p>	<p>2.F.5.a. theories and models of counseling</p> <p>2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
<p>The Skills of Empathic Confrontation: An Integrated Three-Step Process</p>	<p>2.F.5.a. theories and models of counseling</p> <p>2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
<p>Empathic Confrontation in the Interview</p>	<p>2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p> <p>2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior</p> <p>2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings</p>
<p>Key Points and Practice</p>	<p>2.F.5.f. counseling characteristics and behaviors that influence the counseling process</p>

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	<p>2.F.2.k. strategies for personal and professional self-evaluation and implications for practice</p> <p>2.F.5.n. processes for aiding students in developing a personal model of counseling</p>
<b>Chapter 11 – Reflection of Meaning and Interpretation/Reframe: Helping Clients Restory Their Lives</b>	
The Skills of Reflecting Meaning and Interpretation/Reframing	<p>2.F.5.a. theories and models of counseling</p> <p>2.F.5.g. counselor characteristics and behaviors that influence the counseling process</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
Awareness and Knowledge of Meaning and Interpretation/Reframe	2.F.5.g. essential interviewing, counseling, and case conceptualization skills
The Skills of Reflection of Meaning and Interpretation/Reframing in Action	2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Multiple Applications of Interpretation/Reframing	<p>2.F.5.a. theories and models of counseling</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
Additional Possibilities for Using the Skills of Eliciting and Reflection of Meaning and Interpretation/Reframing	<p>2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</p> <p>2.F.2.c. multicultural counseling competencies</p> <p>2.F.2.g. the impact of spiritual beliefs on clients' and counselors' worldviews</p> <p>2.F.5.g. essential interviewing, counseling, and case</p>

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	conceptualization skills
Neuroscience and Ethical Decision-Making	2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior  2.F.5.n. processes for aiding students in developing a personal model of counseling
Key Points and Practice	2.F.5.f. counseling characteristics and behaviors that influence the counseling process  2.F.2.k. strategies for personal and professional self-evaluation and implications for practice  2.F.5.n. processes for aiding students in developing a personal model of counseling
<b>Chapter 12 – Action Skills for Building Resilience and Managing Stress: Self-Disclosure, Feedback, Logical Consequences, Directives/Instructions, and Psychoeducation</b>	
Action Skills for Resilience and Stress Management	2.F.5.f. counselor characteristics and behaviors that influence the counseling process  2.F.5.g. essential interviewing, counseling, and case conceptualization skills  2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
Awareness and Knowledge of Stress Management	2.F.5.g. essential interviewing, counseling, and case conceptualization skills  2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

<p>Awareness, Knowledge, and Skills of Empathic Self-Disclosure and Feedback</p>	<p>2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid</p> <p>2.F.5.f. counselor characteristics and behaviors that influence the counseling process</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p> <p>2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid</p>
<p>Awareness, Knowledge, and Skills of Natural and Logical Consequences</p>	<p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p> <p>2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings</p>
<p>Case Study Applications of Natural and Logical Consequences</p>	<p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
<p>Awareness, Knowledge, and Skills of Directives, Instruction, and Psychoeducation</p>	<p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
<p>Awareness, Knowledge, and Skills: Making Action Skills Work</p>	<p>2.F.5.a. theories and models of counseling</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
<p>Integrating Therapeutic Lifestyle Changes into the Session</p>	<p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p> <p>2.F.3.e. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</p>



Key Points and Practice	2.F.5.f. counseling characteristics and behaviors that influence the counseling process  2.F.2.k. strategies for personal and professional self-evaluation and implications for practice  2.F.5.n. processes for aiding students in developing a personal model of counseling
<b>Chapter 13 – Counseling Theory and Practice: How to Integrate the Microskills with Multiple Approaches</b>	
Microskills, Five Stages, and Theory	2.F.5.a. theories and models of counseling  2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Awareness, Knowledge, and Skills of Crisis/Trauma Counseling and Therapy	2.F.5.g. essential interviewing, counseling, and case conceptualization skills  2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid  2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings  2.F.7.e. use of assessments for diagnostic and intervention planning purposes
Crisis Counseling First Session Transcript	2.F.5.g. essential interviewing, counseling, and case conceptualization skills
Suicide Watch: Awareness and Knowledge	2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships  2.F.5.g. essential interviewing, counseling, and case conceptualization skills



	2.F.5.l. suicide prevention models and strategies
Awareness, Knowledge, and Skills of Cognitive Behavioral Therapy	2.F.5.a. theories and models of counseling 2.F.5.g. essential interviewing, counseling, and case conceptualization skills 2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention 2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
Cognitive Behavioral Session Transcript	2.F.5.a. theories and models of counseling 2.F.5.g. essential interviewing, counseling, and case conceptualization skills 2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention 2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
Key Points and Practice	2.F.5.f. counseling characteristics and behaviors that influence the counseling process 2.F.2.k. strategies for personal and professional self-evaluation and implications for practice 2.F.5.n. processes for aiding students in developing a personal model of counseling
<b>Chapter 14 – Skill Integration, Determining Personal Style, and Transcendence</b>	
Defining Skill Integration	2.F.5.a. theories and models of counseling

<p>Awareness and Knowledge: Review of Theories of Counseling and Psychotherapy</p>	<p>2.F.5.a. theories and models of counseling</p> <p>2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p> <p>2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention</p> <p>2.F.5.n. processes for aiding students in developing a personal model of counseling</p> <p>2.F.8.b. identification of evidence-based counseling practices</p>
<p>Case Conceptualization, the Interview Checklist, Treatment Planning, and Action Planning to Prevent Relapse</p>	<p>2.F.5.a. theories and models of counseling</p> <p>2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p>
<p>Multiple Applications of Skill Integration: Referral, Treatment Planning, Case Management, and Relapse Prevention</p>	<p>2.F.5.a. theories and models of counseling</p> <p>2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</p> <p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p> <p>2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention</p> <p>2.F.5.n. processes for aiding students in developing a personal model of counseling</p>
<p>Key Points and Practice</p>	<p>2.F.5.f. counseling characteristics and behaviors that</p>



	<p>influence the counseling process</p> <p>2.F.2.k. strategies for personal and professional self-evaluation and implications for practice</p> <p>2.F.5.n. processes for aiding students in developing a personal model of counseling</p>
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