COUN 548: Advanced Counseling Skills

Course Syllabus:
Spring, 2023
Wednesdays 7:20PM- 10:00PM
CHEC

INSTRUCTOR INFORMATION

Instructor: Jovaria Baig, PhD, LPC, LCDC
Office Location: CHEC
Office Hours: By Appointment
University Email Address: Jovaria.baig@tamuc.edu
Preferred Method of Communication: Email
Communication Response Time: 48 hours ; M-F

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Required Textbook
Ivey, A., Ivey, M., & Zalaquett, C.P. (2018). *Intentional interviewing and counseling:*
Facilitating development in a multicultural society (9th ed.).
Cengage. ISBN-13: 978- 1-337-27776-1

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

**Other readings as assigned

Required 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), 375-386.

Buser, T. & Buser, J. K. (2013). Conceptualizing nonsuicidal self-injury as a process addiction.
Journal of Addictions and Offender Counseling, 34(1), 16-29.

Corsini, R. J. & Wedding, D. (Eds.). (2019). *Current psychotherapies* (11th ed.). Cengage.
ISBN: 978-1-305-86575-4

National Institutes of Health. *U.S. Department of Health & Human Services.*
https://www.nih.gov/about-nih/what-we-do/nih-almanac/national-institute-mental-health-

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

Schwitzer, A. M. & Rubin, L. C. (2014). *Diagnosis & treatment planning skills: A popular culture casebook approach* (2nd ed.). SAGE.

Recommended Textbook
American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

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.

Student Learning Outcomes (SLOs):
Measurement 1 (Knowledge):
I. Skills Recording & Critique (60 minutes). In the transcription portion of this assignment, students will demonstrate an ability to correctly identify counseling skills and critically evaluate the effectiveness of each response.

Measurement 2 (Skills):
I. Skills Recording & Critique (60 minutes). In this assignment, students will integrate skills and concepts learned throughout this class and previous coursework and apply them to a mock counseling scenario.

*All SLOs address the respective CACREP Standards evident in the syllabus.

2016 CACREP Standards Addressed in COUN 548 PLOs

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Core Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
2.F.1.k. strategies for personal and professional self-evaluation and implications for practice	• Lecture (week 2 & 15) • Readings: Ivey et al., (2018) Chapter 11; Corsini & Wedding (2019) Chapter 1; Balmsforth (2009)	1. Skills Recording & Critique 2. Personal Counseling Style Paper	1. Skills Recording & Critique Rubric 2. Personal Counseling Style Paper Rubric	1. & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.5.h. developmentally relevant counseling treatment or intervention plans	• Lecture (week 10) • Readings: Ivey et al., (2018) Chapters 9 & 10; Buser & Buser (2013)	1. Skills Recording & Critique	1. Skills Recording & Critique Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.5.i. development of measurable outcomes for clients	• Lecture (week 5) • Readings: Corsini & Wedding (2019) Chapters 5, 6 & 7; Polanski & Hingle (2011)	1. Skills Recording & Critique 2. Personal Counseling Style Paper	1. Skills Recording & Critique Rubric 2. Personal Counseling Style Paper Rubric	1. & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention	• Lecture (week 9) • Readings: Ivey et al., (2018) Chapters 1-4, 12; Schwitzer & Rubin (2014) Chapters 1-4	1. Skills Recording & Critique	1. Skills Recording & Critique Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources	• https://www.nih.gov/about-nih/what-we-do/nih-almanac/national-institute-mental-health-nimh	1. Personal Counseling Style Paper	1. Personal Counseling Style Paper Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.5.n. processes for aiding students in developing a	• Lecture (week 6) • Readings: Ivey et al., (2018) Chapters 13 & 14;	1. Skills Recording & Critique	1. Skills Recording & Critique Rubric	1. & 2. ≥ 80% of average rubric scores

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personal model of counseling	Corsini & Wedding (2019) Chapter 16	2. Personal Counseling Style Paper	2. Personal Counseling Style Paper Rubric	will either meet (2) or exceed (3) expectation

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.

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 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 6th 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.

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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

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. **Skills Recording & Critique (40 points)** The student will record a 60-minute mock counseling session with a classmate. The primary task of this exercise is to integrate the skills and concepts the student has learned during this class, COUN 548, and the skills learned in COUN 610 and COUN 516 regarding listening skills and influencing skills. Within the recording, 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 mock session, noting both counselor and client responses including nonverbal responses and incidental sounds. Also include an alternative response on each exchange (see below for example).

Then, the student will complete a two page (maximum) 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?

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-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)

The recording, a copy of the transcript, and summary are due as a package. Please turn all of these items to the instructor in an 8.5in by 11.5in envelope with the student's name, class name and number. Remember to use a clasp envelope and not a sealed envelope. An example of the transcript follows:

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

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

Skills Recording & Critique Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Skills and Concepts (10 points)	Skills and concepts were vague and incomplete; not representative of graduate level work (0-3.4 points)	Skills and concepts were fairly clear and missing one or two key points; representative of graduate level work (3.5-4.6 points)	Skills and concepts were clear and complete with no missing information; representative of graduate level work (4.7-5 points)
15 Consecutive Exchanges (15 points)	15 consecutive exchanges were incomplete or missing; not representative of graduate level work (0-3.4 points)	15 consecutive exchanges were fairly complete or missing only one or two exchanges; representative of graduate level work (3.5-4.6 points)	15 consecutive exchanges were complete with no missing exchanges; representative of graduate level work (4.7-5 points)
Transcript (5 points)	Transcript was not complete or not	Transcript was mostly complete or	Transcript was thoroughly

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	completed in the method described in the instruction for the assignment (0-3.4 points)	completed in the method described in the instructions for the assignment; missing one or two items. (3.5-4.6 points)	addressed without any missing information. (4.7-5 points)
Critique (10 points)	Critique was not complete or not completed in the method described in the instruction for the assignment (0-3.4 points)	Critique was mostly complete or completed in the method described in the instructions for the assignment; missing one or two items. (3.5-4.6 points)	Critique was thoroughly addressed without any missing information. (4.7-5 points)

3. **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 ≥ .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 ≥ .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 ≥ .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 ≥ .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 ≥ .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
	Overall average score	Mean score ≥ .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

4. **Personal Counseling Style Paper (30 points):** The student will develop a paper that describes one's personal style of counseling. This paper will include the student's perceived style of working with clients, an understanding of their personal counseling theory, and possible populations with which the student believes their personal style would be most effective. The paper needs to be 6 pages, double-spaced and adhere to APA 6th edition standards including a title page and a reference page (use a minimum of five empirical sources). See rubric below.

Personal Counseling Style Rubric

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	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Counseling style (10 points)	Counseling style was vague and incomplete; no empirical evidence provided; not representative of graduate level work (0-3.4 points)	Counseling style was fairly clear and missing one or two key points; empirical evidence provided; representative of graduate level work (3.5-4.6 points)	Counseling style was clear and complete with no missing information; empirical evidence provided; representative of graduate level work (4.7-5 points)
Understanding of theory (10 points)	Understanding of theory was incomplete or missing; no evidence of using previous literature to understand theoretical orientation; not representative of graduate level work (0-3.4 points)	Understanding of theory was fairly complete or missing only one or two key points; evidence of using previous literature to understand theoretical orientation; representative of graduate level work (3.5-4.6 points)	Understanding of theory was complete with no missing information; evidence of using previous literature to understand theoretical orientation; representative of graduate level work (4.7-5 points)
Possible populations (5 points)	Possible populations were not addressed or addressed vaguely. (0-3.4 points)	Possible populations were addressed but missing one or two key points. (3.5-4.6 points)	Possible populations were thoroughly addressed without any missing information. (4.7-5 points)
APA Style/Grammar (5 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work. (0-3.4 points)	Some APA errors (3-4 errors). Good quality indicative of graduate level work. (3.5-4.6 points)	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work. (4.7-5 points)

GRADING

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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
Skills Recording & Critique	40
Personal Counseling Style Paper	30
CSCE	0

Total points possible = 100. Your Final Grade is determined 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. Late assignments will have 10% deduction per day late from the final score.

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.

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- 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 **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports 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.

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- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - o 512 MB of RAM, 1 GB or more preferred
    - o Broadband connection required courses are heavily video intensive
    - o 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:
    - o Sound card, which is usually integrated into your desktop or laptop computer
    - o Speakers or headphones.
    - o *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

- 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:
    - o Adobe Reader https://get.adobe.com/reader/
    - o Adobe Flash Player _(version 17 or later)_ https://get.adobe.com/flashplayer/
    - o Adobe Shockwave Player https://get.adobe.com/shockwave/
    - o 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.

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ACCESS AND NAVIGATION

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

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

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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

Website: Office of Student Disability Resources and Services

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

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

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

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For a list of locations, please refer to the <u>Carrying Concealed Handguns On Campus</u> 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

Date	Topic	CACREP Standard(s)	Readings	Assignments
Week 1	Introductions, Course Overview and Expectations			Review Syllabus
Week 2	Strategies for personal and professional self-evaluation and implications for practice	2.F.1.k.	-Ivey et al., (2018) Chapter 11 & Appendix II -Corsini & Wedding (2019) Chapter 1 -Balmsforth (2009)	
Week 3	Ethical Conduct in counseling sessions Instructor demonstration		-Ivey et al., (2018) Chapter 2	
Week 4	Individual theories Lifespan Development Review of Basic Skills		-Ivey et al., (2018) Chapters 3, 4 & 5; 13 & 14 -Corsini & Wedding (2019) Chapters 4 and 5	
Week 5	Development of measurable outcomes for clients Skills Practice	2.F.5.i.	-Corsini & Wedding (2019) Chapters 5, 6 & 7 -Polanski & Hingle (2011)	
Week 6	Developing a personal model of counseling	2.F.5.n.	-Ivey et al., (2019) Chapters 13 & 14 -Corsini & Wedding (2019)	

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			Chapter 16	
Week 7	Social and cultural factors Practice Counseling Skills		-Corsini & Wedding (2019) Chapter 15	
Week 8	Personality development Neurobiological concerns Instructor Demonstration		-Ivey et al., (2018) Chapter 2 & Appendix IV	
Week 9	Evidence-based counseling strategies and techniques Practice counseling skills	2.F.5.j.	-Ivey et al., (2018) Chapters 1-4, 12 -Schwitzer & Rubin (2014) Chapters 1-4	
Week 10	Treatment and intervention plans	2.F.5.h.	-Ivey et al., (2018) Chapter 9 -Buser & Buser (2013)	
Week 11	Working with challenging issues with clients Practicing counseling skills		-Ivey et al., (2018) Chapter 10	
Week 12	Practice Counseling Skills			
Week 13	Promoting social well-being Practicing counseling skills			-**Personal Counseling Style Paper Due**
Week 14	Counseling skills practice and instructor demonstration			
Week 15	Community-based resources Instructor Demonstration	2.F.5.k.	https://www.nih.gov/about-nih/what-we-do/nih-almanac/national-institute-mental-health-nimh	-**Skills Recording & Critique due**
	Counseling		**Counseling Student**	**Counseling**

The *syllabus/schedule are subject to change.*

Week 16	Student Competency Evaluation (CSCE)—Individual Meetings		Competency Evaluation (CSCE)—Individual Meetings	Student Competency Evaluation (CSCE)—Individual Meetings

The *syllabus/schedule are subject to change.*