COUN 516 01E 27226
BASIC COUNSELING SKILLS
Course Syllabus
Fall 2023

INSTRUCTOR INFORMATION

Instructor: Kimberly Pearson, PhD, LPC-S
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Preferred Form of Communication: E-mail
Communication Response Time: 24 hours, Monday – Friday
Main Office Location: Online
Office Hours: *Email for appointment*

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

Young, M (2021). *Learning the Art of Helping Building Blocks and Techniques* (7th ed.). Hoboken: Pearson, [2021] | LCCN 2019040683 | ISBN 9780135680124 (paperback) | ISBN 9780135680346 (epub) | ISBN 9780135680001 (ebook)

Rosenthal, H. (2017). *Encyclopedia of counseling: master review and tutorial for the National Counselor Examination, state counseling exams, and the Counselor Preparation Comprehensive Examination*. 4th ed. New York, Routledge.

Required Supplemental Readings
American Counseling Association. (2014). *ACA Codes of Ethics*.   Author.
     https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2

Bayne, H.B., & Jangha, A. (2016). Utilizing improvisation to teach empathy skills in counselor education. *Counselor Education and Supervision*, 55(4), 250-262.

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https://doi.org/10.1002/ceas.12052

Buser, T.J., Buser, J.K., Peterson, C.H., & Seraydarian, D.G. (2012). Influence of mindfulness practice on counseling skills development. *The Journal of Counselor Preparation and Supervision*, 4(1), 20-36.

Duys, D.K., & Hedstrom, S.M. (2000). Basic Counselor Skills Training and Counselor Cognitive Complexity. *Counselor Education and Supervision*, 40(1), 8-18.

Little, C., Packman, J., Smaby, M.H., & Maddux, C.D. (2005). The skilled counselor training model: Skills acquisition, self-assessment, and cognitive complexity. *Counselor Education and Supervision,* 44(3), 189-200. https://doi.org/10.1002/j.1556-6978.2005.tb01746x

Smith, A.L. (2009). Role play in counselor education and supervision: Innovative ideas, gaps, and future directions. *Journal of Creativity in Mental Health,* 4(2), 124-138. https://doi.org/10.1080/15401380902945194

Practicum and Internship Handbook
http://www.tamuc.edu/academics/colleges/educationHumanServices/counseling/Forms.aspx

Handbook for Master's Counseling Program
http://www.tamuc.edu/academics/colleges/educationHumanServices/counseling/Forms.aspx

**Other readings as assigned (see required supplemental readings below)

COURSE DESCRIPTION

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

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

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before enrollment in practicum (COUN 551).

Student Learning Outcomes

2016 CACREP Standards Addressed in COUN 516

CACREP Standards	Learning Activity	Assignment	Assessment Rubric	Benchmark
2.F.1.k. strategies for personal and professional self-evaluation and implications for practice	● Lecture & Discussion (week 3, 4, & 10) ● Guided Practice ● Reading: Buser et al., (2012)	1. Taping Role Play & Analysis 2. Reflection Paper 3. Class Discussion	1. Taping Role-Play & Session Analysis Rubric, 2. Course Reflection Paper Rubric 3. Class Attendance & Participation Rubric	1. ≥80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥80% of average rubric scores with either meet (2) or exceed (3) expectation
2.F.1.i. self-care strategies appropriate to the counselor role	● Lecture & Discussion (week 13) ● Guided Practice ● Reading: Young., (2018)	1. Taping Role Play & Analysis 2. Reflection Paper 3. Class Discussion	1. Taping Role-Play & Session Analysis Rubric, 2. Course Reflection Paper Rubric 3. Class Attendance & Participation Rubric	1. ≥80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥80% of average rubric scores with either meet (2) or exceed (3) expectation

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2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	• Lecture & Discussion (week 2, 11, & 12) • Guided Practice • Reading: Young., (2018)	1. Taping Role Play & Analysis 2. Reflection Paper 3. Class Discussion	1. Taping Role-Play & Session Analysis Rubric, 2. Course Reflection Paper Rubric 3. Class Attendance & Participation Rubric	1. ≥80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥80% of average rubric

				scores with either meet (2) or exceed (3) expectation
2.F.5.e. the impact of technology on the counseling process	● Lecture & Discussion (week 9) ● Guided Practice ● Reading: Young., (2018)	1. Taping Role Play & Analysis 2. Reflection Paper 3. Class Discussion	1. Taping Role-Play & Session Analysis Rubric, 2. Course Reflection Paper Rubric 3. Class Attendance & Participation Rubric	1. ≥80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥80% of average rubric scores with either meet (2) or exceed (3) expectation
2.F.5.f. counselor characteristics and behaviors that influence the counseling process	● Lecture & Discussion (week 1, 5, & 6) ● Guided Practice ● Reading: Young., (2018); Duys & Hedstrom, (2000); Little et al., (2005).	1. Taping Role Play & Analysis 2. Reflection Paper 3. Class Discussion	1. Taping Role-Play & Session Analysis Rubric, 2. Course Reflection Paper Rubric 3. Class Attendance & Participation Rubric	1. ≥80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥80% of average rubric scores with either meet (2) or exceed (3) expectation
2.F.5.g. essential interviewing, counseling, and case conceptualization skills	● Lecture & Discussion (week 7, 8, & 14) ● Guided Practice ● Reading: Young., (2018)	1. Taping Role Play & Analysis 2. Reflection Paper 3. Class Discussion	1. Taping Role-Play & Session Analysis Rubric, 2. Course Reflection Paper Rubric 3. Class Attendance & Participation Rubric	1. ≥80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥80% of average rubric scores with either meet (2) or exceed (3) expectation

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

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

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 and submitting assignments. 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, videotaping and reviewing, coupled with experiential learning and practical application. Self-reflection, self-evaluation, and offering and receiving feedback are also important instructional methods in this course. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

Client Role

You will be in a client role and in a counselor role in different role-plays and activities in this course. These roles are essential and mandatory to your learning, demonstration, and assessment of basic counseling skills. If you are not prepared to engage in these roles, you are recommended to drop this course, as it will negatively influence your grade. What you share in these role-plays

(or real-plays) is entirely up to you and your comfort level. As such, all students are held to the highest privacy and confidentiality standards and must abide by the current ACA code of ethics. You have the right and personal responsibility to share only as deeply as you want. At the same time, if you find yourself not wishing to engage in these exercises, you may prefer to drop the course.

Confidentiality and Ethics
In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality. Confidentiality is extremely important to the integrity of this course, enrolling in this course carries with it the responsibility to maintain confidentiality. Confidentiality cannot be guaranteed in any situation, but we are collectively accountable to maintain a safe, trusting environment throughout the course including experiential activities, and in-class conversations. While it can be compelling to share personal information about class members with others, all students are bound by the ACA ethical code of confidentiality with respect to any material shared by other members of the class. The disclosure of personal information to anyone outside this class would be considered unethical and you will face consequences for disclosing it to non-class members. Please explore any concerns you have about confidentiality during class time, after class, or via private communication with the instructor.

When students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards, and are ineffective and harmful to clients, then these students will not receive the instructor's endorsement to continue with the program. (ACA Ethical Standards)

Personal Counseling Requirements
All students are required to participate as a client in personal counseling (see Student Handbook).
- For students admitted to the program before Fall 2017, 6 personal counseling sessions must be completed prior to enrollment in COUN 551: Practicum.
- For students admitted in FALL 2017 or later, 10 personal counseling sessions must be completed as a requirement in **the 516 course**. Failure to do so may result in a grade of "F" Failure or "X" Incomplete.

This personal counseling requirement may be completed at no cost to the student at one of the department-operated clinics (CHEC, Mesquite). Students may, at their own expense, complete this requirement with a counselor not associated with A&M-Commerce. Evidence of completion of this requirement is achieved by providing a signed letter from the counselor, preferably on letterhead, stating simply that the student has completed the required number of sessions.

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:

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1. You are expected to always display professionalism. Be respectful to your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete 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 7th edition.
7. Regularly check your university email. My suggestion is to check it at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

Assignments/Assessments

**Note. All assignments are to be submitted in D2L

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. Students will demonstrate knowledge and understanding of key concepts through class discussions and in-class activities. Regular attendance, arriving to class on time, and reading the materials before class are expected. You are encouraged to actively participate in and out of class. Do not expect/rely on class lectures   for your learning. This class requires you to be an active and critical thinker, to share your thoughts respectfully, to engage with the material honestly and openly, and to participate in role-playing and skills practice both inside and outside of class. This course is the foundational course for facilitating your counseling skills; thus, attending, participating, and experiential learning within and outside of the classroom are crucial. You will have many opportunities to contribute to the total learning experience through attendance, discussion, and assigned activities.

The following criteria will be used to determine participation & attendance points:

Class Participation & Attendance Rubric

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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. Student attended another department equivalent class to meet supervision requirement due to excused absence.
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. **Taping Role-Play & Session Analysis (3 tapes & 3 analyses; 150 total points; 50 points each).** Each student is required to participate in a long-term counselor-client role-play practice relationship, both as counselor and as client, outside of class time. Students are expected to meet weekly (outside of class time) to practice their counseling skills with each other and video record the sessions. From these weekly sessions, students are to submit three (3) video recorded counseling sessions (minimum 30 minutes in length) along with a session analysis for each, which will include identification of the specific skills used and reflection on the use of those skills. Include reflective comments not only on growth areas but also strengths.

Counseling skills learned throughout this course will consist of attending and exploring skills, understanding skills, action skills, and professionalism skills, all of which will be practiced throughout this course, with a goal of them being evidence in your role-play tapes and session analyses.

Each session analysis will consist of you reflecting on your personal experience as the counselor, how you as the counselor impact your client, and the skills used in session. Note that each session analysis must correspond to the particular video submitted. See **Appendix A** for outline of session analysis. The assignment must adhere to the APA 6th edition standards, utilize headings provided in the outline (see Appendix A), be a minimum of three (3) pages—with a maximum of five (5) pages in length (double-spaced, excluding title page), and include a title page. See Rubric below for grading details.

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Please note the following:

● Each of the three (3) sessions should begin with confidentiality. In each role-play you must review confidentiality at the beginning of the session.
● Students are required to provide their own recordable DVD or digital video recording device to complete these tapes. (The following types of recordable DVDs will work: DVD+R, DVD+RW, DVD-R and DVD-RW).
● Depending on class size, there may be three (3) people to a group—one as counselor, one as client, and one as observer (rotating). If used, the observer is to provide objective feedback to the others.
● Please turn in your session analysis in D2L, and place your DVD/media storage device in an envelope with your first and last name.

Taping Role-Play & Session Analysis Rubric

	1 – Does Not Meet Expectations (0 –7.9 points)	2 – Meets Expectations (8 – 8.9 points)	3 – Exceeds Expectations (9 - 10 points)
Demonstrated Basic Counseling Skills in Video (10 points)	Skills demonstrated were not developmentally appropriate; inconsistent with skills learned in class; or no evidence of skills were used and confidentiality was not addressed	Skills demonstrated were developmentally appropriate; however, may have lacked consistency throughout the session; consistent with skills learned in class; confidentiality was addressed	Skills demonstrated were developmentally appropriate and were implemented consistently throughout the session; consistent with skills learned in class; confidentiality was addressed
The Counseling Content (10 points)	A summary of what occurred in session with absent or more than half incomplete; client goals and counselor goals not address; does not meet standards of graduate level Coursework	A summary of the session as well as client and counselor goals were evident, but excluded one or two key considerations; meets standards of graduate level coursework	A thorough, yet concise summary of the session as well as client and counselor goals were evident with no missing evidence; meets standards of graduate level coursework
The Counseling Process (10 points)	The counseling process was not described, inaccurate, or was only tangentially mentioned; does not meet standards of	The counseling process was described accurately, but excluded one or two key considerations; meets standards of graduate level coursework	The counseling process was thoroughly and accurately described; paper meets standards of graduate level coursework

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	graduate level coursework		
Session analysis (10 points)	Areas identified in Appendix A under the heading of "Analysis of Counseling Session (Subjective Impressions)" were missing or highly; processes/factors mentioned were only tangentially related; does not meet standards of graduate level coursework	Areas identified in Appendix A under the heading of "Analysis of Counseling Session (Subjective Impressions)" were sufficiently addressed, but excluded one or two key considerations; meets standards of graduate level coursework	All areas identified in Appendix A under the heading of "Analysis of Counseling Session (Subjective Impressions)" were thoroughly addressed; meets standards of graduate level coursework
APA Format (10 points)	Information provided appears disorganized/disjointed; incomplete sentences were evident; writing was not professional, nor did it align with APA 6th edition standards; writing quality of proposal was inappropriate for graduate level Work	Information provided appears organized; few incomplete sentences were evident; writing was professional and fairly aligned with APA 6th edition standards; writing quality of proposal was appropriate for graduate level work	Information provided appears well organized; no incomplete sentences were evident; writing was professional and aligned with APA 6th edition standards; writing quality of proposal was appropriate for graduate level work

3. **Course Reflection Paper (60 points):**

In an 8-10 page paper, reflect on your experiences in this course. Discuss what you have learned in the course as well as what you have learned about yourself. Think about your personal and professional growth during this course. Reflect on your experience in the course as a client (and observed, when appropriate). Consider where you were at the beginning of the semester versus where you are now at the end of the semester. Think about your strengths and growth areas and discuss what those are in regard to basic counseling skills and counselor characteristics. See Rubric below for evaluation criteria. See Appendix B for guiding questions pertaining to the reflection paper.

Course Reflection Paper Rubric

	1 – Does Not Meet Expectations (0 – 11.9 points)	2 – Meets Expectations (12 – 13.4 points)	3 – Exceeds Expectations (13.5 - 15 points)

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Course reflection/ Self-awareness (15 points)	Course Reflection does not align or only tangentially aligns with addressing self-awareness, including personal strengths and weaknesses. Paper does not meet standards of graduate level coursework	Course reflection mostly aligns with addressing self-awareness, including personal strengths and weaknesses, but excludes one or two key considerations; area is sufficiently detailed with examples; paper meets standards of graduate level coursework	Course reflection completely aligns with addressing self-awareness, including personal strengths and weaknesses; area is sufficiently detailed with examples; paper meets standards of graduate level coursework
Course reflection/ Relationship building and counselor characteristics (15 points)	Course reflection does not align or only tangentially aligns addresses relationship building and counselor characteristics. Paper does not meet standards of graduate level coursework	Course reflection mostly aligns addresses relationship building and counselor characteristics, but excludes one or two key considerations; area is sufficiently detailed with examples; paper meets standards of graduate level coursework	Course reflection completely aligns addresses Relationship building and counselor characteristics; area is sufficiently detailed with examples; paper meets standards of graduate level coursework
Course reflection/ Experience being the Client (15 points)	Course Reflection does not align or only tangentially aligns with addressing experience of being the Client. Paper does not meet standards of graduate level coursework	Course reflection mostly aligns with addressing experience of being the Client, but excludes one or two key considerations; area is sufficiently detailed with examples; paper meets standards of graduate level coursework	Course reflection completely aligns with addressing experience of being the Client; area is sufficiently detailed with examples; paper meets standards of graduate level coursework
APA Format (15 points)	Information provided appears disorganized/disjointed; incomplete sentences were evident; writing was not professional, nor did it align with	Information provided appears organized; few incomplete sentences were evident; writing was professional and fairly aligned with	Information provided appears well organized; no incomplete sentences were evident; writing was professional and aligned with APA 6th

	APA 6th edition standards; writing quality of proposal was inappropriate for graduate level work	APA 6th edition standards; writing quality of proposal was appropriate for graduate level work	edition standards; writing quality of proposal was appropriate for graduate level work

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
S u b s	Professionalism subscale (7-items)	Mean score ≥ .63 across	Mean score of .33 to .60 across Professionalism items	Mean score of 0 to .30 across Professionalism items

c al e		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

GRADING

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

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

Assignment/Assessment	Point Value
Personal Reflection Paper	40
Three Taping Role-Plays & Session Analyses (40 points each)	50
CSCE	10

Total points possible = 240 for this course.

***Assignments are due on the day noted in the syllabus. Late assignments will not be accepted.**

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 **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:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions _8 Mbps_ is required.** Additional system requirements found here: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
> Pop-ups are allowed.
> JavaScript is enabled.
> Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player _(version 17 or later)_ https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/
  - Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

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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.

The syllabus/schedule are subject to change

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

The *syllabus/schedule are subject to change*

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.

The syllabus/schedule are subject to change

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/34Safet yOfEmployeesAndStudents/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

Week #	CACREP Standard(s)	Readings/Assignments Due
Week 1: 8/28 - 9/3	2.F.5.f.	-Review syllabi, course requirements, & engage in opening activities **-In-Class Writing Assignment**: Pre- course Ponderings & What Are the Basic Skills
Week 2: 9/4 - 9/10	2.F.5.d.	Read Young., (2021) Chapters 1 and 2
Week 3: 9/11 – 9/17	2.F.1.k.	**Read** Young., (2021) Chapters 3 and 4
Week 4: 9/18 – 9/24	2.F.1.k.	**Read** Young., (2021) Chapters 5 and 6
Week 5: 9/25 – 10/1	2.F.5.f.	**Read** Young., (2021) Chapters 7 and 8
Week 6: 10/2 – 10/8	2.F.5.f.	**Read** Young., (2021) Chapters 9 and 10
Week 7: 10/9 – 10/15	2.F.5.g.	**Read** Young., (2021) Chapters 11 and 12
Week 8: 10/16 – 10/23	2.F.5.g.	Taping Role-Play & Session Analysis 2 Due
Week 9: 10/23 – 10/29	2.F.5.e.	Taping Role-Play & Session Analysis 2 Due
Week 10: 11/30 – 11/5	2.F.1.k.	Taping Role-Play & Session Analysis 2 Due
Week 11: 11/13 – 11/19	2.F.5.d.	**Read** American Counseling Association (2014) ACA Codes of Ethics Taping Role-Play & Session Analysis 2 Due
Week 12: 11/20 – 11/26		
Week 13: 11/27 – 12/3	2.F.1.i.	Final: Course Reflection Paper
Week 14: 12/4 – 12/8	2.F.5.g.	**Fina Exam**
Week 15: 12/4 – 12/8	2.F.5.g.	**Final Paperwork (CSCE) completed in class**

*Individual Supervision
You may make arrangements and schedule individual supervision session(s) throughout the semester, not necessarily only on Week 14.

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Appendix A

The Client (First session only)
- Background information (demographics)
  Use a PSEUDONYM for your client and do not write identifying info!

The Counseling Content (What happened?)
- A summary of the session
- Client goals and overall counselor goals?

The Counseling Process
- Describe the flow of the session. What influenced stuck sections?
  What shifts in the session occurred and how did they occur?

Analysis of Counseling Session (Subjective Impressions)
- Quality of relationship
- Counselor and client factors (e.g., fatigue, nervousness, reluctance)
- External factors (e.g., distractions, room factors, noise)
- Cultural factors (e.g., similarities and differences, values)
- Value-laden, role, or ethical conflicts you experienced
- What were you experiencing as the counselor?
- What were your thoughts and feelings about being counselor or about how
  things were between you and your client?
- How did your experiences and reactions possibly influence your responses?
- What do you think the client was experiencing?
- What might be going on that was left unspoken? What might you tell a clinical
  supervisor when asked what you might not have addressed with your client?
- Two of your strengths during this session
- Two of your challenges during this session
- Reflection: A brief reflection on what it was like to conduct this counseling
  session
- What hypotheses can you develop about what was occurring for your client?

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Appendix B

1. Discussion of self-awareness in personal and professional growth.
   a. Where you began to where you are now- personally and professionally
   b. What did you discover about yourself personally- including personal barriers to being an effective counselor?
2. Counseling skills areas of strength – discuss specific skills
3. Counseling skills areas needing growth – discuss specific skills
4. Discuss how effective you believe yourself to be or not be overall in all areas addressed within this course. Especially, address how effective you feel you are (or are not) in developing effective relationship building with your clients this semester.
5. Conclusion/summary of your application of counselor characteristics
6. What was the experience of being a client like for you overall? Were there significant things that occurred that might influence you in how you counsel?
7. Did you learn anything else from watching yourself as client?
8. What did the counselor do that was helpful, and what was done that seemed not helpful?
9. What would you have liked more of or preferred differently than what occurred?
10. Assignment must adhere to APA 6th edition style guide standards.