

COUN 548: Advanced Counseling Skills

Course Syllabus

Fall 2023

Wednesdays, 4:30-7:10

CHEC/McKinney

INSTRUCTOR INFORMATION

Instructor: Mary Keyhan, PhD, LPC, LMFT

Office Location: Virtual

Office Hours: By Appointment

University Email Address: maryam.keyhan@tamuc.edu

Preferred Method of Communication: Email

Communication Response Time: 24-48 hours (Excluding Weekends and Holidays)

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 its 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-nimh>

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.

Additional required material (articles, book chapters, videos, websites, etc.) may be posted on D2L throughout the semester.

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.

This class will be conducted in a round table/seminar format. Please read the material before coming to class and be prepared to discuss them and answer questions.

Student Learning Outcomes:

2016 CACREP Standards Addressed in COUN 548

| Core Standard | Learning Activity | Assignment | Assessment Rubric | Benchmark |
|----------------------|--------------------------|-------------------|--------------------------|------------------|
|----------------------|--------------------------|-------------------|--------------------------|------------------|

| | | | | |
|---|---|---|--|--|
| <p>2.F.1.k. strategies for personal and professional self-evaluation and implications for practice</p> | <ul style="list-style-type: none"> ï Lecture (week 2, 4 & 15) ï Readings: Ivey et al., (2018) Chapter 11; Corsini & Wedding (2019) Chapter 1; Balmsforth (2009) | <p>1. Skills Recording & Critique Personal Counseling Style Paper</p> | <p>1. Skills Recording & Critique Rubric Personal Counseling Style Paper Rubric</p> | <p>1. & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p> |
| <p>2.F.5.h. developmentally relevant counseling treatment or intervention plans</p> | <ul style="list-style-type: none"> ï Lecture (week 10) ï Readings: Ivey et al., (2018) Chapters 9 & 10; Buser & Buser (2013) | <p>1. Skills Recording & Critique</p> | <p>1. Skills Recording & Critique Rubric</p> | <p>1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p> |
| <p>2.F.5.i. development of measurable outcomes for clients</p> | <ul style="list-style-type: none"> ï Lecture (week 5) ï Readings: Corsini & Wedding (2019) Chapters 5, 6 & 7; Polanski & Hingle (2011) | <p>1. Skills Recording & Critique Personal Counseling Style Paper</p> | <p>1. Skills Recording & Critique Rubric 1. Personal Counseling Style Paper Rubric</p> | <p>1. & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p> |
| <p>2.F.5.j. evidence-based counseling strategies and techniques for</p> | <ul style="list-style-type: none"> ï Lecture (week 9) ï Readings: Ivey et al., (2018) Chapters 1-4, 12; Schwitzer & Rubin (2014) Chapters 1-4 | <p>1. Skills Recording & Critique</p> | <p>1. Skills Recording & Critique Rubric</p> | <p>1. ≥ 80% of average rubric scores will either meet (2) or</p> |

| | | | | |
|---|---|--|--|---|
| prevention and intervention | | | | exceed (3) expectation |
| 2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources | <ul style="list-style-type: none"> ï 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 personal model of counseling | <ul style="list-style-type: none"> ï Lecture (week 6) ï Readings: Ivey et al., (2018) Chapters 13 & 14; Corsini & Wedding (2019) Chapter 16 | 1. Skills Recording & Critique Personal Counseling Style Paper | 1. Skills Recording & Critique Rubric Personal Counseling Style Paper Rubric | 1. & 2. ≥ 80% of average rubric scores 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. 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. This is a skill-based class. That means we will only spend part of our time covering the reading material. You are expected to read the required readings before each class and come to class with questions and topics to discuss.

This is a skill development class which means it will involve more experiential learning compared to a theoretical class/lecture. We will spend only part of our time covering the reading material. You are expected to read the required material before each class and come to class with questions and topics to discuss.

This class will be conducted in a round table/discussion format. Please read the material before coming to class and be prepared to discuss them and ask/answer questions.

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

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

.....Column Break 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).

Indicate which part of your recording you have transcribed in the beginning of the transcript.

Identify reflections of feelings and questions by putting (reflection of feeling) and question in parenthesis after your statement/question.

Then, the student will complete a 2-3 (not including the title 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?
- What area(s) do I need improvement?
- How many reflections of feeling did I complete? Identify each of them on the transcript by putting (Reflection of feeling) in parenthesis after the statement but also provide 2-3 examples in this section of your critique and discuss what kind of impact your reflection had on the client/conversation.
- How many questions did I ask? Were they mostly open-ended or closed- ended questions? Identify them on the transcript and also Identify and discuss 2-3 of your questions that had the most impact in this section of your critique.
- 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:

Example:

This is a transcript of the exchanges that occurred between the counselor and the client between 12:45 and 15:36.

1. Cl: I am so excited... hope to see him.
CO: You are really looking forward to this. You really have missed seeing him (reflection of feeling).
AR: You are so happy about this reunion (reflection of feeling).
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 (reflection of conflicting feelings).
AR: You feel really anxious about seeing him (reflection of feeling).

Please note that your videos may be viewed in class. Keep this in mind when you decide what information you want to share as the client.

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 completed in the method described in the instruction for the assignment (0-3.4 points) | Transcript 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) | Transcript was thoroughly addressed without any missing information. (4.7-5 points) |
| Critique (10 points) | Critique was not complete or not | Critique was mostly complete or | Critique was thoroughly |

| | | | |
|--|--|--|---|
| | 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) |
|--|--|--|---|

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 | Mean score \geq .63 across | Mean score of .33 to .60 across | Mean score of 0 to .30 across Professionalism |

| | (7-items) | Professionalism items | Professionalism items | items |
|--|--|--|---|---|
| | General Competency subscale (7-items) | Mean score \geq .63 across General Competency items | Mean score of .33 to .60 across General Competency items | Mean score of 0 to .30 across General Competency items |
| | Social & Emotional Maturity subscale (7-items) | Mean score \geq .63 across Social & Emotional Maturity items | Mean score of .33 to .60 across Social & Emotional Maturity items | Mean score of 0 to .30 across Social & Emotional Maturity items |
| | Integrity & Ethical Conduct subscale (6-items) | Mean score \geq .63 across Integrity & Ethical Conduct items | Mean score of .33 to .60 across Integrity & Ethical Conduct items | Mean score of 0 to .30 across Integrity & Ethical Conduct items |
| | Clinical Competency subscale (6-items) | Mean score \geq .63 across Clinical Competency items | Mean score of .33 to .60 across Clinical Competency items | Mean score of 0 to .30 across Clinical Competency items |
| | | | | |
| | Overall average score | 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 |

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 7th edition standards including a title page and a reference page (use a minimum of four empirical sources). See rubric below.

Personal Counseling Style Rubric

| | 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 | Counseling style was fairly clear and missing one or two key points; empirical evidence | Counseling style was clear and complete with no missing information; |

| | | | |
|--|---------------------------------------|-----------------------------|------------------------------|
| | representative of graduate level work | provided; representative of | empirical evidence provided; |
|--|---------------------------------------|-----------------------------|------------------------------|

| | | | |
|-------------------------------------|---|--|---|
| | (0-3.4 points) | graduate level work (3.5-4.6 points) | 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) |

5. Role Plays: Meet with your partner at least twice/month to do a one hour role play (25 minutes of counseling and 5 minutes of processing for each). You can meet in-person or online. Record your sessions.

GRADING

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

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

| Assignment/Assessment | Point Value |
|----------------------------------|--------------------|
| Class Participation & Attendance | 30 |
| Skills Recording & Critique | 40 |
| Personal Counseling Style Paper | 30 |
| CSCE | 0 |

Assignments are due by 4:30 on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period.

Late assignments will be accepted up to 3 days after the due date. Late assignments will have a 10% deduction per for each day the assignment is turned in late.

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:

- ï Ensure that your browser has JavaScript and Cookies enabled.
- ï For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- ï 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 |
| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
| 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, 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. |

- i 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

- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- ï **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>
- ï 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.
- ï 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>
- ï 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

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

ACCESS AND NAVIGATION

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

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

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

Technical Support



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

System Maintenance

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

Interaction with Instructor Statement

[Example]

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions.

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13studen%20ts/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-
Commerce Gee Library- Room
162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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.

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.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



COURSE OUTLINE / CALENDAR

Course Calendar

| Date | Topic | CACREP Standard(s) | Readings | Assignments |
|--------|---|--------------------|--|---|
| Week 1 | Introductions, Course Overview and Expectations | | Assigned on D2L | Review Syllabus, Discuss your expectations for this class and your goals for the semester |
| Week 2 | Individual theories Lifespan Development Review of Basic Skills | 2.F.1.k. | -Ivey et al., (2018) Chapter 3, 4, 5, 11 -Balmsforth (2009) | |
| Week 3 | Ethical Conduct in counseling | | -Ivey et al., (2018) Chapter 2 Appendix II -Corsini & Wedding (2019) Chapter 1 | |

| | | | | |
|---------|---|----------|---|-------------------------|
| Week 4 | Individual theories Lifespan Development Integration of Skills | | -Ivey et al., (2018) Chapters 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) Chapter 16 | |
| Week 7 | Social and cultural factors Practice Counseling Skills | | -Corsini & Wedding (2019) Chapter 15 | |
| Week 8 | Personality development Neurobiology | | -Ivey et al., (2018) Chapter 2 & Appendix IV | Optional Assignment Due |
| | | | | |
| 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 | | -Ivey et al., (2018) Chapter 10 | |

| | | | | |
|---------|---|----------|---|---|
| | counseling skills | | | |
| Week 12 | Practice Counseling Skills | | | Skills Recording and Critique due View Practice Videos in Class |
| Week 13 | Promoting social well-being Practicing counseling skills | | | Personal Counseling Style Paper Due View Role Play Videos |
| Week 14 | Counseling skills practice and instructor demonstration | | THANKSGIVING NO CLASS | Online Activity |
| 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 | View Role Play Videos |
| Week 16 | Counseling Student Competency Evaluation (CSCE)—Individual Meetings | | Counseling Student Competency Evaluation (CSCE)—Individual Meetings. You will be informed whether these meetings will be conducted in person or online. | Counseling Student Competency Evaluation (CSCE)—Individual Meetings |