

COUN5283 Advanced Counseling Techniques

Midwestern State University
Gordon T. & Ellen West College of Education
Credit Hours: 3

Instructor/Contact Information:

Name: Tiffany A. Stewart, Ph.D., LPC

E-mail: tiffany.stewart@msutexas.edu

Office Phone: 940-397-4134

Office: Bridewell 324

Class Times: Online

Office Hours: Virtual Tuesdays and Wednesdays 1:00-3:30 pm – Other meetings scheduled at student request.

Due to the skills nature of this course, we will meet together as a class every other Wednesday at 6:00pm. These classes are MANDATORY to pass the course.

Required Text:

1. Sharf, R.S. (2016). *Theories of Psychotherapy & Counseling: Concepts and Cases*. Cengage

Suggested Texts:

1. American Psychological Association. (2019). *Publication manual of the American Psychological Association 7th Edition*. Washington, D.C.: American Psychological Association.

*Additional readings, handouts, and other materials will be posted online or distributed in class.

Catalog/Course Description: Competency-based course with experience emphasis. The student is required to demonstrate proficiency in counseling concepts and techniques before proceeding to COUN 5293. May require to repeat as needed.

Prerequisites: Must have completed 24 hours, including COUN 5203, COUN 5243, COUN 5263, COUN 5273, COUN 5303, COUN 5363, and COUN 6013.

CACREP Common Core Area Standards Addressed in this Course:

1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (KPI)

1.j. technology's impact on the counseling profession

1.k. strategies for personal and professional self-evaluation and implications for practice (KPI)

3.h. a general framework for understanding differing abilities and strategies for differentiated interventions (KPI)

3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

5.a. theories and models of counseling (KPI)

5.c. theories, models, and strategies for understanding and practicing consultation

5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

5.e. the impact of technology on the counseling process

5.f. counselor characteristics and behaviors that influence the counseling process

5.g. essential interviewing, counseling, and case conceptualization skills (KPI)

5.h. developmentally relevant counseling treatment or intervention plans

5.j. evidence-based counseling strategies and techniques for prevention and intervention (KPI)

5.k. strategies to promote client understanding of and access to a variety of community-based resources

5.l. suicide prevention models and strategies

5.n. processes for aiding students in developing a personal model of counseling

7.b. methods of effectively preparing for and conducting initial assessment meetings

7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

7.d. procedures for identifying trauma and abuse and for reporting abuse

9.1.b. theories and models related to clinical mental health counseling (KPI)

9.2.f. impact of crisis and trauma on individuals with mental health diagnoses

9.2.i. legal and ethical considerations specific to clinical mental health counseling

9.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

9.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues (KPI)

Learning Objectives:

- LO1. Students will demonstrate essential interviewing, counseling, and case conceptualization skills through role play.
- LO2. Students will demonstrate use of their chosen theory and techniques through counseling role play.
- LO3. Students will demonstrate ethical decision making and multicultural competence through in-class discussion, activities and role-play.
- LO4. Students will demonstrate an understanding of risk assessment, child protection reporting and emergency management through in-class role play and discussion.
- LO5. Students will learn strategies for personal and professional self-evaluation and implications for practice.

Focus of the Course: This course is designed to incorporate the theoretical and technical aspects of the counseling process. Video recordings are used to practice and evaluate student implementation of theory specific skills in the counseling relationship. Experiential activities in role-play settings required.

Course Calendar and Activities:

Class Session	CACREP	Topics	Material	Activities/Assignments
1 Aug 23-29	5.a. 5.c. 5.n 9.1.b. 5.j.	Introductions Syllabus: Course Expectations	Syllabus	Review Syllabus Partner Role Play Groups Assigned
2 Aug 30- Sep 5	1.i. 1.k. 3.h. 3.i. 5.a. 5.d. 5.g. 5.f. 5.h. 5.j. 5.n. 7.b. 9.2.l. 9.3.a. 9.3.b.	Review live text Evaluation Skills Rating Form	Text (Sharf): Ch. 1-4 Core Conditions of Counseling Relationship Attending Skill Listening Skills	Zoom Intake Interview, Informed Consent, Skills Practice Discussion applying theories

			MSU Skills Rating Form	
3 Sep 6-12	5.a. 5.c. 5.j. 9.1.b.	Presentations Theories	Text (Sharf): Ch. 5-7	The Assignment: Theories Video Presentations (1) due on Sep 12 : Choose theory from Chapters 1-7
4 Sep 13-19	1.j. 5.e.	Application of Theory	Videos: Gloria Videos: Rogers, Perls, Ellis Rogers on Empathy Frankl Video	Zoom The Assignment: Gloria papers due by Sep 19
5 Sep 20-26	1.k. 3.h. 3.i. 5.a. 5.d. 5.g. 5.h. 5.j. 5.n. 9.3.b	Theories Present Theories Projects Application of Theory to Practice, Discussion	Text (Sharf): Ch. 8-11	The Assignment: Theories Video Presentations (2) due on Sep 26 -Choose a theory from chapters 8- 11 to present on.
6 Sep 27- Oct 3	5.a. 5.c. 5.j 5.n. 7.b. 9.1.b. 9.2.l. 9.3.a.	Application of Theory Discussion, Role Play Presentations	MSU Skills Rating Form	Zoom Discuss -Practice Skills through Role Play

			Application of Theory/Skills Practice	-Peer Evaluation of Role Play -Class Discussion
7 Oct 4-10	1.k. 3.h. 3.i. 5.a. 5.d. 5.g. 5.h. 5.j. 5.n. 9.3.b	Present Theories Projects	Text (Sharf): Ch. 12-17 Websites on Technology in Counseling (Simple Practice, Psychology Today, Theravive, etc. Professor Lecture: 1. Technology in Counseling 2. Managing the Counseling Relationship	The Assignment: Theories Video Presentations (3) due on Oct 10: -Choose a theory from chapters 12-17 to present on.
8 Oct 11-17	TK 20 KPI: 1k, 3h, 5a, 5g, 5j, 9.1b, and 9.3b. Turn in to TK 20 and D2L.	Mid-term week	Mock Counseling Session- 45-50 minutes	Zoom Mock Counseling Session - 45-50 minute

9 Oct 18-24	TK 20 KPI: 1k, 3h, 5a, 5g, 5j, 9.1b, and 9.3b. Turn in to TK 20 and D2L.		Mock Counseling Session	The Assignment: Professional Peer Feedback from Mock Counseling Session
10 Oct 25-31	1.k. 3.h. 3.i. 5.a. 5.d. 5.g. 5.h. 5.j. 5.n. 9.3.b		Mock Counseling Session	Zoom Mock Counseling Session
11 Nov 1-7	1.k. 3.h. 3.i. 5.a. 5.d. 5.g. 5.h. 5.j. 5.n. 9.3.b		Mock Counseling Session	Submit The Assignment MSU Skills Rating Form from Mock Counseling Session
12 Nov 8-14		Away at TCA		
13 Nov 15-21	1.k. 3.h. 3.i. 5.a. 5.d. 5.g. 5.h. 5.j. 5.n. 9.3.b		Mock Counseling Session Peer Reviews	Zoom Mock Counseling Session Peer Reviews

14 Nov 22-28		Thanksgiving Week		Submit The Assignment Professional Peer Feedback from Mock Counseling Session
15 Nov 29- Dec 3	1c, 1i, 1j, 1k, 3h, 3i, 5a, 5c, 5d, 5f, 5g, 5h, 5j, 5k, 5n, 7b, 7c, 7d, 9.1b, 9.2f, 9.2l, 9.3a, and 9.3b.		Reflection Paper	Zoom The Assignment Reflection Paper Due Dec 3

Assessments and Assignments:

Student performance of knowledge and skills will be formally assessed through:

Participation, Attendance, and Professionalism, 100 points

***Any day of “face to face” class missed will result in an “F”. You may also choose to withdraw before October 25**

Students must attend EVERY class to pass the class. This is an interactive, “hands on” class that will require your energy

Students must attend **EVERY** class to pass the class. This is an interactive, “hands on” residency class, that will require your energy, focus, and respectful participation. Students will be reading, presenting, analyzing, and/or role playing every day of class. The class will not function, and you will not earn your grades if you do not participate in presentations, class discussions, peer review, case study analysis, and practice counseling sessions. See D2L for daily group presentation requirements.

Theories Video Presentations (3) (50 points each):

You will choose a theory from one of the chapters listed for that week create a 15 minute presentation. This will be an individual 15 minute presentation uploaded to Youtube, or uploaded through Dropbox in D2L. You will not receive extra time for technical difficulties, so I suggest you get the video done in time. If you have issues with uploading the video or creating a Youtube video, you may want to contact IT Help, distance learning or both.

The presentation will focus on the following: *theorist, theoretical tenets, techniques, application, and reflection*. The *techniques, and application* portions are what I want you to focus on most. The reflection portion of the presentation includes your critical reflection on the usefulness of the theory, the pros, cons, and possible populations with which this theory may be best suited.

You may use the recommended text, and at least five journal articles supporting their presentation. The journals must be peer reviewed, and no older than 2008. The presentation can include areas of concern for which this approach is used, populations who may benefit, specific techniques, barriers to consider, etc. You can choose to demonstrate or describe the techniques used, or role-play the approach. An example of a breakdown of time could be: 5 minutes explaining the theorist and approach, 5 minutes on techniques, and then the remaining five minutes could be demonstrating techniques or applying the theory to session. Please note that I do not need you to demonstrate an entire session, as it can't be done in such a short period of time.

You can use a variety of methods to complete the assignment, such as Powerpoint, Prezi, or Google Presentation. You could also get really creative and do some acting by creating your own film. It's really up to you, and creativity is encouraged! Remember though that you have to actually present (audio and video), and just turning in a Powerpoint will not count as a 15 minute presentation. Please use Zoom or other video software to complete the assignment to uphold social distancing (if required based on COVID-19 recommendations). If social distancing restrictions are lifted, feel free to incorporate others or meet in person.

Rubric:

Expectation	Points
Theorist and Theoretical Tenets	50
Application, Techniques, and Reflection	50
Application: demonstration of technique or role play of session using techniques.	50
Total Points	150

Gloria paper: (50 pts)

Students will watch all three of the Gloria videos and compare and contrast approaches, reflecting on the theories and the application of the theory as demonstrated in the video by the theorists themselves. What worked? What didn't? Were you surprised by

anything? How might you apply the concepts in the videos to your practice? Have you changed your perspective on these theories since watching? Which theory and approach appeals to you most, and why? Paper should be approximately 3 pages, in APA style. No abstract, do not include cover page or reference page in page count.

Mock Counseling Video (3): (100 pts. each) Students will record themselves via zoom doing a **45-50** minute counseling session with a peer from class. They must also fill out the skills analysis reflection form on themselves, and turn that in as well. They will need to address informed consent before beginning the session. The student and mock client must maintain professionalism throughout the session. The content of the session is fictional, and needs to be agreed upon before recording the session. Being students, neither one of you are qualified to give actual counseling assistance, so try to avoid topics such as abuse, trauma, etc. Students will turn in their recorded counseling session to D2L or uploaded to YouTube and link provided in Dropbox in D2L if it is too large to upload. Students must assess themselves using the skills analysis reflection form. Students must make sure that there is a beginning with mentioning informed consent, actual theory usage during the session, usage of open-ended questions (not just closed-ended aka yes or no questions). **TK 20 KPI: 1k, 3h, 5a, 5g, 5j, 9.1b, and 9.3b. Turn in to TK 20 and D2LMSU Skills Rating Form/Professional Peer Feedback (3), (50 points each):**

Students are expected to provide professional feedback to their peers. See *MSU Skills Rating Form* in module. During individual role plays, each student observing the role play will complete one feedback form and give it to the role play participants at the conclusion of class on June 5th.

Reflection Paper and Live Interview Evaluation (50 pts.): Please evaluate your performance over all throughout the semester using the following rubric and paper outline. Your paper must be in APA format. Assignment will include: 1. APA Style Cover Page, 2. Live Interview Evaluation Rubric, 3. Paper analyses (see questions below), 4. References (Please ignore regular APA requirements about tables etc. to insert the Live Interview Evaluation Rubric). Answer all self-reflection questions in the Live Interview Evaluation in sentence form (no lists). I will then evaluate you based on how you evaluate yourself, based on your observation, and based on your evaluations from supervisors. There is no page requirement, but please use APA Style (**See Appendix F) TK 20 KPI 1i, and 9.1b. Turn in to D2L and TK 20.**

Counseling Expectations

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and

personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

Attendance Policy: This class is conducted in a virtual setting, via D2L and Zoom. **If ANY of these days are missed you will not pass the class.** Major projects, reflections, and assignments will be turned in through D2L.

Other Class Policies:

DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The MSU counseling program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention please refer to the handbook.

Classroom Behaviors:

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Netiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

Respect for Diversity: It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed

as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Academic Honesty:

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other author's works.

Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning.

It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

Confidentiality:

Advanced Counseling Skills is a lab-type class that will require students to role play actual counseling sessions. Another critical professional behavior for the counseling profession is confidentiality. Students are expected and required to maintain confidentiality about class discussions. Failure to do so will result in a referral from program faculty for remediation. The amount of points that student earn for professional points is totally subjective on the part of the instructor and will reflect how students conduct themselves in class and completing assignments. Students who do not complete assignments, who do not attend class, who do not complete assignments before established deadlines, or who conduct themselves inappropriately in class are subject to experiencing a reduction of the total possible professional points possible.

Ethics:

All students are required to adhere to the American Counseling Association Code of Ethics <https://www.counseling.org/Resources/aca-code-of-ethics.pdf>. Students must also follow university policies and ethical standards at all times. Please consult the MSU Student Handbook for student conduct standards.

Disability Support Services:

As the faculty of the West College of Education, we are dedicated to helping meet the needs of our candidates with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability and are registered with the Office of Disability, please let me know to expect a letter from that office describing the accommodations to which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability. This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity." The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

Senate Bill 11:

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#).

Limited Right to Intellectual Property:

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.