

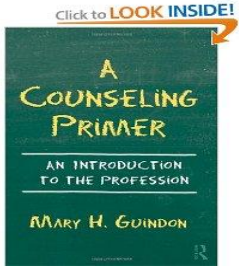


UNT DALLAS

Fall 2014 SYLLABUS

COUN 5680D 91: Basic Counseling Skills		3 Hrs.	
Department of	Counseling	Division of	Education and Human Services
Instructor Name:	Dr. Cyndi Matthews, PhD, LPC-S, NCC		
Office Location:	UNT Dallas Campus, Founders Hall Building 1, Counseling Clinic, Room 140F		
Office Phone:	972-780-1390 or Evette Thomas at 972-780-3646		
Email Address:	Cynthia.matthews@unt.edu – best way to contact me		
Office Hours:	Mondays, Wednesdays, & Thursdays 3pm-5pm		
Classroom Location:	UNT Dallas Building 2 Room 306		
Class Meeting Days & Times:	Wednesdays 5:00 p.m. – 7:50 p.m.		
Course Catalog Description:	A study of selected basic techniques of counseling and of the application of ethical standards in counseling. Course should be taken concurrently with COUN 5710. 3 hours.		
Prerequisites:	N/A		
Co-requisites:	COUN 5710. 3 hours		
Required Texts:	<p>1. Young, M.E. (2013). <i>The art of helping (5th ed.)</i>. Upper Saddle River, NJ: Pearson.</p>   <p>2. Guindon, M. (2010). <i>A counseling primer</i>. New York, NY: Routledge.</p>  <p>----OR----</p> <p>Granello, D., & Young, M. (2012). <i>Counseling today</i>. Saddle River, NJ: Pearson.</p>		

Access to Learning Resources:	UNT Dallas Library: phone: 972-338-1616 web: https://www.untDallas.edu/library e-mail: untDlibrary@unt.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.bkstr.com/northtexasatdallasstore/home e-mail: 1012mgr@fhcg.follett.com																										
Course Goals or Overview:																											
	The goal of this course is to provide an understanding of helping relationships and the counseling process in a multicultural society, as well as facilitate personal student development.																										
Learning Objectives/Outcomes: At the end of this course,																											
Student Learning Objectives/Outcomes Counseling 5680D (SLOs): At the end of this course, the student will:																											
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that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;		
5. Students will demonstrate and learn a general framework for understanding and practicing consultation;	<ul style="list-style-type: none"> •CACREP II.G.5.e •TEA TAC§239.15 Domain I: Competency 001-003: Domain II: Competency 004-007: Domain III: Competency 008-010:Standard V: 3 	•Discussion Board Question 2
6. Students will learn crisis intervention and suicide prevention models, including the use of psychological first aid strategies	<ul style="list-style-type: none"> •CACREP II.G.5.f •TEA TAC§239.15 Domain III: Competency 008-010: Standard VI: 2 	<ul style="list-style-type: none"> •Key Assessment (Psychological First Aid Assignment) Week •Video Skills Assignment Midterm and Final
7. Students will specify the importance of maintaining professional liability insurance, professional organizations and credentialing bodies including membership benefits, activities, services to members, and current issues.	<ul style="list-style-type: none"> •CACREP II.G.1.f •TEA TAC§239.15 Domain III: Competency 008-010: Standard VI: 3, 5 	•Quiz Week 2 Guindon chapters 1-3


Students demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key assessments in this course. SLOs for this course are as follows:

CMHC Knowledge and Skills Outcomes	CACREP	Evaluation
1. Understands the principles of psychological first aid for people during crisis, disaster, and other trauma causing events.	G.5.f	PFA vignette response
SC Knowledge and Skills Outcomes	CACREP	Evaluation
1. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for psychological first aid.	G.5.f	PFA vignette response
SACC Knowledge and Skills Outcomes	CACREP	Evaluation
1. Understands the principles of psychological first aid for people in the learning community during times of crises and disasters in postsecondary education.	G.5.f	PFA vignette response
2. Demonstrates skills in helping postsecondary students cope with personal and interpersonal problems, as well as skills in crisis intervention in response to personal, educational, and community crises.	G.5.f	PFA vignette response


Course Outline

This schedule is subject to change by the instructor. The instructor via “Announcements” on Blackboard will communicate any changes to this schedule (please ensure these go directly to your e-mail).

Topics, Readings Due, & Assignments	TIMELINE
<p>Week 1: Welcome to Your New Academic Family at UNT Dallas ☺ (SLOs 1 & 7)</p> <p><u>Topics</u></p> <ul style="list-style-type: none"> • Introduction to the Counseling Profession • Relationship Building & Student Disclosures (Getting to Know You!) • Tips for Success in Grad School via brief guest lectures from Current Successful Grad Students in Counseling Program at UNT Dallas • Guided Tour of University (Get Student ID Cards Made at IT) • Guided Tour of Counseling Clinic • Guest Speaker: Arturo Cole - Blackboard  <ul style="list-style-type: none"> • Introduction to ACA Counseling Ethics 2014 	<p>Week of August 25, 2014</p> <ul style="list-style-type: none"> • Meet Wednesday, August 27 • Meet face to face at 6:00pm
<p>Week 2: Beginning the Counselor Journey (SLO 7)</p> <p><u>Readings Due:</u></p> <ul style="list-style-type: none"> • Guindon Textbook (“Counseling Primer”) Chapter 1-3 • Young Textbook (“Art of Helping”) Chapter 1-3; 6 	<p>Week of September 1, 2014</p> <ul style="list-style-type: none"> • Meet Wednesday, September 3 • Meet face to face at 6:00pm <p>Assignment: Quiz 1 over chapters 1-3 in class</p>
<p>Week 3: Invitation Skills (SLOs 2, 3, 4)</p> <p><u>Readings Due:</u></p> <ul style="list-style-type: none"> • Young, Chapter 4 • Guindon, Chapter 9-10 	<p>Week of September 8, 2014</p> <ul style="list-style-type: none"> • Meet Wednesday, September 10 • Meet face to face at 6:00pm
<p>Week 4: Paraphrasing (SLOs 2, 3, 4)</p> <p><u>Readings Due:</u></p> <ul style="list-style-type: none"> • Young, Chapter 5 • Key Concepts: Paraphrasing (Hand Out) (BB Learn) 	<p>Week of September 15, 2014</p> <ul style="list-style-type: none"> • Meet Wednesday, September 17 • Meet face to face at 6:00pm
<p>Week 5: Reflecting Feelings (SLOs 2, 3, 4)</p>	<p>Week of September 22, 2014</p>

<p>Readings Due:</p> <ul style="list-style-type: none"> • Young, Chapter 6 • Guindon, Chapter 12 	<ul style="list-style-type: none"> • Meet Wednesday, September 25 • Meet face to face at 6:00pm
<p>Week 6: Guest Speaker, Ms. Brenda Robertson (UNT Dallas Head Librarian)</p> <ul style="list-style-type: none"> • Topic: Tips for Success in Graduate School-Level Research/Library Science 	<p>Week of September 29, 2014</p> <ul style="list-style-type: none"> • Meet Wednesday, October 1, 2014 • Meet face to face at 6:00pm
<p>Week 7: Reflecting Meaning; Summarizing (SLOs 2, 3, 4, 6)</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Young, Chapter 8 • Key Concept: Reflecting meaning and summarizing content <p>Assignment:</p> <ul style="list-style-type: none"> • Video Tape 1 Skills Session 1 DUE (submit online through Blackboard "Assignments" any time before Friday, October 10, 2014 @12 noon) 	<p>Week of October 6, 2014</p> <ul style="list-style-type: none"> • Meet Wednesday, October 8, 2014 • Meet face to face at 6:00 pm <p>Video Assignment 1 DUE this week: October 10, 2014 by 12 noon!</p>
<p>Week 8: Goal-Setting skills (SLOs 2, 3, 4)</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Young, Chapter 10 • Key Concepts: Goal Setting Skills 	<p>Week of October 13, 2014</p> <ul style="list-style-type: none"> • Meet Wednesday, October 15, 2014 • Meet face to face at 6:00pm
<p>Week 9: Change Techniques (SLOs 2, 3, 4)</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Young, Chapters 11, 13, 14 • Key Concepts: Change Techniques 	<p>Week of October 20, 2014</p> <ul style="list-style-type: none"> • Meet Wednesday, October 22, 2014 • Meet face to face at 6:00pm
<p>Week 10: Cultural Diversity; Psychological First Aid (SLO 6)</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Psychological first aid resources • 2nd Edition of Psychological First Aid <p>Assignments:</p> <ul style="list-style-type: none"> • Start working on Psych First Aid assignment that is due next week 	<p>Week of October 27, 2014</p> <ul style="list-style-type: none"> • Meet Wednesday, October 29, 2014 • Meet face to face at 6:00pm

<p>Week 11: Initial Interview (SLOs 2, 3, 4, 6)</p> <p><u>Readings Due:</u></p> <ul style="list-style-type: none"> • Young, Chapter 9 • Guindon, Chapter 11 <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Psych First Aid Key Assessment Due November 7 by 5pm (submit through TK-20s AND Blackboard in "Assignments") 	<p>Week of November 3, 2014</p> <ul style="list-style-type: none"> • Meet Wednesday, November 5, 2014 • Meet face to face at 6:00pm <p>Psych First Aid Key Assessment Due November 7, 5:00 pm: Submit through Blackboard "Assignments" AND TK-20's!</p>
<p>Week 12: Texas Counseling Association in Dallas at the Downtown Sheraton – reduced rates for students!</p> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Write a one page paper on what you learned at TCA <p>OR</p> <ul style="list-style-type: none"> • For those not attending TCA write a one page paper summarizing and talking about what you learned from either <ol style="list-style-type: none"> an Alexander Street Counseling Video available through the library database or a professional counseling journal article available through the library 	<p>Week of November 10, 2014</p> <p>No class this week – attend TCA in Dallas at downtown Sheraton ☺</p>
<p>Week 13: Curative Factors: Advanced Skills; Therapeutic Termination (SLOs 2, 3, 4, 6)</p> <p><u>Readings Due:</u></p> <ul style="list-style-type: none"> • Young, Chapters 12, 13-14 <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Video Skills Session II Due Friday, November 14, 5:00 pm (Submit via Blackboard) 	<p>Week of November 17, 2014</p> <ul style="list-style-type: none"> • Meet Wednesday, November 19, 2014 • Meet face to face at 6:00pm <p>Assignment Due: Video Skills Session II Due Friday, November 14, 5:00 pm (Submit via Blackboard)</p>
<p>Week 14: Thanksgiving!!</p> <p>Enjoy a week off with friends and family – or at least enjoy sleeping and taking time for yourself!!</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Week of November 24, 2014</p> <p>No class this week – enjoy your week off!!</p>
<p>Week 15: Counselor Practitioner Self Care, Consultation (SLO 1, 5)</p>	<p>Week of December 1, 2014</p>

<p>Readings Due:</p> <ul style="list-style-type: none"> • Self Care Articles on Blackboard • Self Care Assessments <p>Assignments:</p> <ul style="list-style-type: none"> • Discussion Board Post #2 Due regarding consultation Friday, 5 by 5:00 pm on Blackboard 	<ul style="list-style-type: none"> • Meet Wednesday, December 3, 2014 • Meet face to face at 6:00pm <p>Discussion Board Post #2 Due regarding practitioner self-care/consultation Friday, 5 by 5:00 pm on Blackboard</p>
<p>Week 16: Consultation/Supervision</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Articles on Blackboard <p>Final Exam/Presentation (SLOs 1-7)</p> <p>Last class & last week of Fall 2014 semester! You did it! Congratulations...</p> 	<p>Week of December 8, 2014</p> <p><u>Journals Due Wednesday, December 10 at 5:00 pm:</u></p> <ul style="list-style-type: none"> • Bring copy with at least 5 journal entries to show your professor at beginning of class

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

A. Class Attendance and Participation: 10 pts.

In an effort to cultivate an effective learning environment, faculty members request that each student meets expectation of the following behaviors. The intent of this rubric is NOT to be punitive but rather to have clear and consistent expectations across the department. Students have the freedom to choose their behavior. Faculty will enforce the following guidelines for the behaviors that students choose. Rubric is listed below.

	Meets Expectation (10-7 points)	Occasionally Below Expectation (6-3 points)	Consistently Below Expectation (2-0 points)
1. Attendance	Attends all class with one or less excused absence.	Misses one class with excused absence and one absence due to emergency (family member death or hospitalization).	Misses two or more classes due to non-emergency (family member death or hospitalization).*
2. Punctual	Arrives and is ready to begin on time with no more than one tardy and remains to the end of class.	Is more than 5-10 minutes tardy two times or leaves class early two times.	Is more than 10 minutes tardy more than two times or leaves class early more than two times.*
3. Quality Contribution	Questions and comments are on topic and contribute to a deeper understanding.	Questions and comments are occasionally (2 times) tangential and do not contribute to a deeper understanding.	Questions and comments are often tangential (3+ times) and do not contribute to a deeper understanding.
4. Attentive Behavior	Pays attention and does not engage in side conversations or off-task technology activity (i.e. texting, surfing web, social networking) more than once a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) twice a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) more than twice a semester.
5. Responsible Behavior	Is consistently informed by checking Blackboard, syllabus, and emails for instructions and updates.	Is uninformed about instructions and updates twice.	Is uninformed about instructions and updates more than twice.

Total possible points or percentage: 10

* Results in drop in the final letter grade in class. If four or more, then drops another letter grade.

B. Personal Characteristics Checklist: 10pts.

The personality checklist form is in your student manual, is located at the end of this syllabus, and is posted on Blackboard in "Course Contents." This is a subjective evaluation completed by Dr. Green, which is unique to this course and not found in any other course in the program. As an ethical and professional responsibility, we must assure that each graduate student is appropriate for the profession (see checklist in evaluation), one in which professional counselors have direct access to the public and its mental health welfare.

STUDENTS DO NOT COMPLETE THIS FORM: PROFESSOR DOES!

The rubric is listed below.

Rubric

Personal Characteristics Checklist

Student Name: _____

Student ID: _____

Instructor Name: _____

Date: _____

Problematic Behavior Demonstrated (1)	Target Behavior Not Yet Demonstrated (2)	Target Behavior Demonstrated but not Consistent (3)	Target Behavior Consistently Demonstrated (4)	Rating and Comments
1. Disregards others' feelings and perspectives either verbally or non verbally			Empathic and understanding in both verbal and non verbal behavior	
2. Insincere, duplicitous, or condescending either verbally or non verbally			Genuine in both verbal and non verbal behavior	
3. Overly critical, judgmental, or pushes own values either verbally or non verbally			Accepting of others and others' values in both verbal and non verbal behavior	
4. Rude or unpleasant expression of feelings and ideas			Respectfully expresses feelings and ideas in meaningful ways	
5. Defensive or unyielding to others			Willing to consider others' feedback with open mindedness	
6. Intolerant of ambiguity or overly anxious in uncertain situations			Tolerates ambiguity both verbally and non verbally.	
7. Demanding or impatient verbal and			Exhibits a high degree of patience	

non-verbal behavior				
8. Emotional deregulation, easily threatened, overly anxious or angry, or consistently flat affect			Demonstrates emotional stability, personal security, strength, and confidence	
9. Inability to maintain appropriate eye contact and appropriate facial expressions			Demonstrates appropriate eye contact and appropriate facial expressions	
10. Inability to maintain appropriate voice tone, volume, and rate			Demonstrates appropriate voice tone, volume, and rate	
11. Inability to maintain open posture and minimal fidgeting			Demonstrates open posture and minimal fidgeting	
12. Dress is unprofessional for the setting and grooming is unkempt			Demonstrates professional dress and grooming for the setting	
13. Demonstrates denigration or potential harm to self or unwillingness to understand own experiences, feelings, and thoughts			Demonstrate self-acceptance and self-understanding	
14. Unwillingness to communicate personal and professional limitations and does not refer clients as appropriate			Clearly communicates personal and professional limitations and refers clients as appropriate	
15. Unwillingness to initiate problem-solving through logic and intelligent inquiry			Demonstrates problem solving through the use of logic and intelligent inquiry	
16. Demonstrates disrespectful verbal or non verbal behavior or indifference toward people due to their race, ethnicity, religion, gender, sexual orientation, disability, country of			Demonstrates respectful verbal and non verbal behavior and concern for all people regardless of their race, ethnicity, religion, gender, sexual orientation, disability, country of	

origin, or veteran status			origin, or veteran status	
17. Dishonest or deceptive behavior and communication with unwillingness to accept personal responsibility			Honest behavior and communication with willingness to accept personal responsibility	
18. Neglects or intentionally fails to follow professional ethics of the American Counseling Association.			Follows professional ethics of the American Counseling Association	
19. Unclear or irrational verbal or written communication or numerous grammatical errors.			Clear and rational verbal or written communication with proper grammar	
20. Unhealthy or illegal behavior including alcohol abuse or substance abuse or criminal activity while enrolled in program.			Healthy and legal behavior with no incidents of alcohol or substance abuse or criminal activity while enrolled in program.	

Scoring:

If a counseling applicant scores a "1" in any of the 20 items, then they will not be admitted to the program.

If a student scores a "1" in any of the 20 items at any time, then a remediation plan meeting must be developed and documented with the student. Prior to practicum, a student must score a "3" or "4" in all areas.

Prior to internship, a student must score "4" in most areas. Prior to graduation, a student must score "4" in all areas.

C. Video Skills Session 1 (Due anytime before October 10, 2014 @ 12 noon via Blackboard “assignments”) & Video Skills Session 2 (Due anytime before Friday November 14 @ 5pm via Blackboard “assignments”): 2 @ 20pts= 40pts

Students will conduct two videotaped interviews with classmates in which they demonstrate, critique, and receive instructor feedback on the development of basic counseling skills. Each student will also serve as a volunteer “speaker” for a minimum of 1-2 interviews with their fellow classmates if needed. Sessions will be 15 minutes in length and the format for videotape analysis (below) will be submitted along with the videotape via electronically on Blackboard. At the instructors’ discretion, students may be required to complete additional videos and analyses outside of class. Students will evaluate themselves using the PCPE (on Blackboard and located in student handbook) and submit the PCPE, along with the videotape critique of the skill session electronically (below). Most scores on PCPE should be in the middle range. Some students may score 1 or 2 superior scores, and most score in a few errors below average. These are the areas for you to reflect on in your paper and write about next steps to remedy them. PCPE’s without at least 2-3 areas of growth are seen as invalid and will need to be redone.

Analysis of Skill Session Videotape Critique:

1. Identify the section of tape that represents an area of growth for you as you begin to learn basic attending skills
2. From that section, transcribe 20 consecutive counselor responses in their entirety (include listener responses between). Although you must include them in your transcript, do not count minimal encouragers, nonverbal encouragers toward the 20 responses (i.e., transcribe OR put silence, nod in parentheses). The focus for this tape is on the counselor’s skills rather than client content.
3. On the next line, write the word “Response” and identify/label responses as the following:
 - a. reflection of content, paraphrase
 - b. reflection of feeling
 - c. reflection of meaning
 - d. reflection of discrepancy/confrontation
 - e. open-ended question
 - f. closed-ended question
 - g. other (label)
4. At the end of the transcript, tally the coded responses to identify your preferred/non-preferred responses. This should help you to identify those areas for improvement that you will work in the next step.
5. When finished with 1-4 above, watch this portion of the tape again. After each response, try to construct a better response (BR). Do NOT place all of your better responses at the end of your document. Place them directly after your original response within the manuscript if necessary. Although you may find a few perfect or near-perfect responses, it is expected that most responses can be improved in some way. If you are completely satisfied with the response, write a sentence or two about what made that response so strong.
6. Include a **one paragraph** introduction at beginning of paper (with subheading titled ‘Introduction’) and **2 paragraph minimum** at the end of the transcript (with a subheading titled ‘Critical Reflection’) critically reflecting upon the experience (what you learned about the counseling process integrated with what you learned from class lectures, textbooks, areas of skill improvement, personal growth, success/disappointment, surprises, etc.). Remember, the closing of your paper should be at least 2 paragraphs where you critically reflect on your areas of improvement and what steps you will be taking to remediate those. Rubric for assignment (labeled “PCPE”) is listed below.

Please submit video clip and paper electronically in ‘assignments’ section on Blackboard.

Professional Counseling Performance Evaluation (PCPE)

Student: _____

Semester/Year: _____

Faculty: _____

Course Number: _____

Rating Scale					
<p>N - Not required and/or No opportunity to observe 0 - Does not meet criteria expected for student's level of preparation and experience 1 - Minimally or inconsistently meets criteria expected for student's level of preparation and experience 2 - Consistently meets criteria expected for student's level of preparation and experience 3 - Exceeds criteria expected for student's level of preparation and experience</p>					
Counseling Skills and Abilities					
1. The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created	N	0	1	2	3
2. The student demonstrates therapeutic communication skills including:					
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits etc.	N	0	1	2	3
b. Understanding content – understanding the primary elements of the client's story	N	0	1	2	3
c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings	N	0	1	2	3
d. Responding to feelings - identifying client affect and addressing those feelings in a therapeutic manner	N	0	1	2	3
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2	3
f. Establishing and communicating empathy - taking the perspective of the client without over identifying and communicating this experience to the client	N	0	1	2	3
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture voice attire etc.	N	0	1	2	3
h. Immediacy - staying in the here and now	N	0	1	2	3
i. Timing - responding at the optimal moment	N	0	1	2	3
j. Intentionality - responding with a clear understanding of the therapist's therapeutic intention	N	0	1	2	3
k. Self-disclosure - skillful and carefully-considered for a specific therapeutic purpose	N	0	1	2	3
3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically	N	0	1	2	3
4. The student collaborates with the client to establish clear therapeutic goals	N	0	1	2	3
5. The student facilitates movement toward client goals	N	0	1	2	3
6. The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner	N	0	1	2	3
7. The student creates a safe clinical environment	N	0	1	2	3
8. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2	3
Professional Responsibility					
1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2	3
4. The student demonstrates application of legal requirements relevant to counseling training and practice	N	0	1	2	3
Competence					
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise	N	0	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies	N	0	1	2	3
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise	N	0	1	2	3
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience	N	0	1	2	3
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to clients	N	0	1	2	3

Maturity					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients	N	0	1	2	3
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2	3
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work	N	0	1	2	3
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers and supervisors	N	0	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability	N	0	1	2	3
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individuals with whom the conflict exists	N	0	1	2	3
Integrity					
1. The student refrains from making statements which are false, misleading or deceptive	N	0	1	2	3
2. The student avoids improper and potentially harmful dual relationships	N	0	1	2	3
3. The student respects the fundamental rights, dignity and worth of all people	N	0	1	2	3
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self- determination and autonomy	N	0	1	2	3
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3

D. KEY ASSESSMENT: CRISIS/DISASTER Psychological First Aid (PFA)- 10pts (Due November 7 31, 2014 by 5pm)

Complete two case studies on Tk20 **AND** through “Assignments” on Blackboard. Students will write a 2-3-page essay for each case (there are 2 cases total). The grading rubric directly follows the assignment below.

In essay (APA) format write a critical response for the following two vignettes. Your responses must be formatted in APA style, typed with 1-inch margins, and 12 pt. Times New Roman font. (Length: 2-3 pages each vignette.)

Vignette One:

A natural disaster (such as a tornado, earthquake, mudslide, or flood, etc.) has caused destruction of a local elementary school or local middle school. There was a loss of life of some students, teachers, and staff. As a counselor from a neighboring school or community (that was not impacted by the disaster), you are part of a response team to provide psychological first aid for the impacted school and community. What knowledge and skill do you need to competently respond to this disaster?

Include in your response the following components.

1. **Principles of crisis intervention** for people during crises, disasters, and other trauma-causing events as related to the provision of psychological first aid.
2. The **potential impact** of crises, emergencies, and disasters on students, educators, and schools, and the **skills needed** for crisis intervention as related to the provision of psychological first aid.
- 3.

Vignette Two:

A disgruntled college student failing a math course walked in to the class one day and began shooting a gun. The instructor and several students were killed and several more students were seriously injured. The shooter ran back to his dorm room and barricaded his self in. The police were called and the dormitory was evacuated. After a one-hour stand-off between the shooter and police, the shooter committed suicide. During the course of the event and for several hours thereafter the campus was in lock-down mode. As a counselor at the college student counseling center you are part of a response team to provide psychological first aid for the impacted college and community. What knowledge and skill do you need to competently respond to this disaster?

Include in your response the following components. There may be some *slight* overlap in this response from the one above, however make this response more specific to vignette two.

1. **Principles of crisis intervention** for people in the learning community during

times of crises and disasters in postsecondary education as related to the provision of psychological first aid.

2. **Skills needed** in helping postsecondary students **cope with personal and interpersonal problems, as well as skills in crisis intervention** in response to personal, educational, and community crises as related to the provision of psychological first aid.

PFA Demonstration & Analysis Rubric

Criterion	Performance Rating			Score
	Commendable	Acceptable	Does not meet expectations	
Provider Worksheets (CMHC A9, A10, C6, K5, L3) NA <input type="checkbox"/>	4.0 Report of survivor concerns and provider actions is consistent with third party observations of session. Classification of emotional, behavioral, cognitive, and physical responses highly consistent with session. Recommendations for referral match risk, client situations, and PFA standards of care completely.	3.6 3.2 Report of survivor concerns and provider actions is, with few minor exceptions, consistent with third party observations of session. Classification of emotional, behavioral, cognitive, and physical responses is mostly consistent with session. Recommendations for referral may be slightly mismatched to risk, client situation, and PFA standards of care, but mismatch does not place client at risk.	2.8 2.4 2.0 Report of survivor concerns and provider actions is largely inconsistent with third party observations of session. Although attempt to classify emotional, behavioral, cognitive, and physical responses is made, report is inconsistent with session in at least one major way. Recommendations for referral are mismatched, and mismatch has potential to place client at additional risk.	<input type="text"/>
Transcription and response mapping (CMHC C6) NA <input type="checkbox"/>	6.0 Student provides verbatim transcription of session. Mapping of PFA core actions and general skills is at least 90% accurate. Student skillfully identifies better responses.	5.4 5.8 With some minor exceptions, transcription of session is accurate. Mapping of PFA core actions and general skills is 80-90% accurate. In most cases, student identifies better responses.	4.2 3.6 3.0 Transcription of session is inaccurate or misleading. Mapping of PFA core actions and general skills is less than 80% accurate. Student is unable to identify better responses.	<input type="text"/>
Counselor reflections (CMHC D9) NA <input type="checkbox"/>	2 Counselor identifies areas of strength and areas for development in a way that demonstrates insight, empathy, and self-awareness. Counselor's concerns are consistent with supervisor's concerns.	1.8 1.6 Counselor identifies clear areas of strength and concern; however, shows at least some minor "blind spots".	1.4 1.2 1.0 Counselor's identification of strengths and areas for development do not show adequate awareness regarding areas for improvement.	<input type="text"/>
Demonstration of essential skills (CMHC C6) NA <input type="checkbox"/>	3 Masterful use of essential counseling skills, questions, and owning statements throughout session. Use of foundation skills greatly enhances PFA intervention.	2.7 2.4 Student draws from some essential counseling skills, but shows over-, under-, or inappropriate use of these skills occasionally. Still, use of foundation skills enhances PFA intervention.	2.1 1.8 1.5 Student is unable to use essential counseling skills, questions, and owning statements in a way that promotes session flow and outcome.	<input type="text"/>
Demonstration of PFA skills (CMHC C6) NA <input type="checkbox"/>	4 Strong, respectful initiation of contact followed by immediate assessment for physical, social, and emotional safety and comfort concerns. Student empowers client to define the problem and solutions. Counselor focuses intervention on areas of greatest need.	3.6 3.2 Student provides adequate introduction and shows some ability to assess for key safety and comfort concerns. Counselor may be over- or under-active at some times during session. At times, counselor struggles with focusing intervention on areas of greatest	2.8 2.4 2.0 Student does not provide adequate introduction or assessment of key safety and comfort concerns. Mismatch in degree of counselor directiveness results in difficulty focusing intervention and empowering client.	<input type="text"/>

		need. However, counselor is able to attend to key PFA needs.	
Screening (CMHC H3) <input type="checkbox"/>	<input type="radio"/> 1	<input type="radio"/> .9 <input type="radio"/> .8	<input type="radio"/> .7 <input type="radio"/> .6 <input type="radio"/> .5
NA <input type="checkbox"/>	Smooth, respectful, and accurate screening for addiction, aggression, danger to self and/or others, and co-occurring mental disorders.	Some attempt to screen for addiction, aggression, danger to self and/or others, and co-occurring mental disorders was noted.	Counselor missed key opportunities to screen for addiction, aggression, danger to self and/or others, and co-occurring mental health concerns.

E. Critically Reflective Practitioner: Journal (5 pts.) DUE ANYTIME BEFORE Class on 12/8/2014

Maintain a weekly or bi-weekly critically reflective journal throughout the semester on your personal experiences and formal educational experiences, with an aim at integrating your experiences and making sense (or trying to make some rational attempt at understanding) what changes you're going through as you matriculate through this class and program. There are 15 weeks in the semester (minus spring break). You should have 8-10 journal entries by the end of the semester. Each entry should be 2 full paragraphs in length and written with depth and insight at the graduate school level. Points will be deducted if you do not demonstrate that you wrote throughout the semester. In other words, cramming 4-5 in the last month, or writing all of them before mid-term will result in a point reduction. You want to spread this activity out over the course of the semester so there is an arc: a beginning, middle, and an end (synonymous with the classroom spatial experience of the semester @January- March-May). The rubric to grade your journal assignment is listed next.

Journal Rubric: Critical Thinking

Definition: Critical thinking is characterized by an ability to reflect upon thinking patterns, including the role of emotions on thoughts, and to rigorously assess the quality of thought through its work products. Critical thinkers routinely evaluate thinking processes and alter them, as necessary, to facilitate an improvement in their thinking and potentially foster certain dispositions or intellectual traits over time.

Competency	Emerging	Developing	Arriving	Mastering
2.1 Apply relevant criteria and standards when evaluating information, claims, and arguments.	When evaluating information, claims, and arguments, applies criteria and standards that are <ul style="list-style-type: none"> • of inadequate number • seldom clear • poorly connected. 	When evaluating information, claims, and arguments, applies criteria and standards that are <ul style="list-style-type: none"> • of minimal number • sometimes clear • partially connected 	When evaluating information, claims, and arguments, applies criteria and standards that are <ul style="list-style-type: none"> • of sufficient number • usually clear • well-connected 	When evaluating information, claims, and arguments, applies criteria and standards that are <ul style="list-style-type: none"> • of substantial number • consistently clear • highly relevant
2.2 Use appropriate reasoning to evaluate problems, make decisions, and	When evaluating problems, making decisions, and formulating solutions, uses reasoning that is <ul style="list-style-type: none"> • flawed 	When evaluating problems, making decisions, and formulating solutions, uses reasoning that is <ul style="list-style-type: none"> • adequate 	When evaluating problems, making decisions, and formulating solutions, uses reasoning that is <ul style="list-style-type: none"> • well developed • well connected 	When evaluating problems, making decisions, and formulating solutions, uses reasoning that is <ul style="list-style-type: none"> • flawless • highly relevant

formulate solutions.	<ul style="list-style-type: none"> poorly connected seldom follows professionally and academically accepted conventions 	<ul style="list-style-type: none"> partially connected sometimes follows professionally and academically accepted conventions 	<ul style="list-style-type: none"> usually follows professionally and academically accepted conventions 	<ul style="list-style-type: none"> always follows professionally and academically accepted conventions
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Competency	Emerging	Developing	Arriving	Mastering
2.3 Give reasons for conclusions, assumptions, beliefs, and hypotheses.	<p>When supporting conclusions, assumptions, beliefs, and hypotheses, gives reasons that are</p> <ul style="list-style-type: none"> skimpy poorly developed confused poorly connected 	<p>When supporting conclusions, assumptions, beliefs, and hypotheses, gives reasons that are</p> <ul style="list-style-type: none"> adequate but incomplete adequately developed sometimes clear partially connected 	<p>When supporting conclusions, assumptions, beliefs, and hypotheses, gives reasons that are</p> <ul style="list-style-type: none"> nearly complete well developed usually clear well connected 	<p>When supporting conclusions, assumptions, beliefs, and hypotheses, gives reasons that are</p> <ul style="list-style-type: none"> complete fully developed consistently clear highly relevant
2.4 Seek out new information to evaluate and re-evaluate conclusions, assumptions, beliefs, and hypotheses.	<p>When evaluating and re-evaluating conclusions, assumptions, beliefs, and hypotheses, seeks out with specific guidance and encouragement</p> <ul style="list-style-type: none"> minimal new information poorly connected information information that is from sources that are not academically or 	<p>When evaluating and re-evaluating conclusions, assumptions, beliefs, and hypotheses, seeks out with general guidance</p> <ul style="list-style-type: none"> adequate new information partially connected information information that is from provisionally accepted or 	<p>When evaluating and re-evaluating conclusions, assumptions, beliefs, and hypotheses, seeks out with minimal guidance</p> <ul style="list-style-type: none"> substantial new information well connected information information that is from widely 	<p>When evaluating and re-evaluating conclusions, assumptions, beliefs, and hypotheses, independently and thoroughly seeks out</p> <ul style="list-style-type: none"> reliable and credible new information relevant new information information that is from academically or professionally

	professionally accepted	controversial sources	accepted sources	accepted sources
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Competency	Emerging	Developing	Arriving	Mastering
2.5 Exhibit traits evidencing the disposition to reflect, assess, and improve thinking or products of thinking.	Seldom exhibits a few traits evidencing the disposition to reflect, assess, and improve thinking or products of thinking	Sometimes exhibits several traits evidencing the disposition to reflect, assess, and improve thinking or products of thinking.	Frequently exhibits many traits evidencing the disposition to reflect, assess, and improve thinking or products of thinking.	Almost always exhibits most traits evidencing the disposition to reflect, assess, and improve thinking or products of thinking.

F. Final Student's Exam/Presentation

G. Discussion Question: 5 points - Students will be asked to respond to a discussion post regarding self-care/consultation. Due 12/5 by 5:00 p.m.

H. Quiz: 5 points – Students will be given a 5 point quiz during the second week of class over Guindon, chapters 1-3.

Grading Matrix:

Instrument	Value (points)	Total
Subjective Evaluation of Professional Attitudes and Characteristics (Instructor completes this on each student after semester concludes)	10	10
Key Assessment: PFA	10	10
Skills Sessions 1 & 2 with accompanying self-completed PCPE form	20 / session	40
Quality of Class Participation/ Mandatory Attendance (except for officially excused absence)/Professionalism/Did Assigned Readings throughout Semester (came prepared every week)	10	10
Final: Exam/Presentation	15	15
Journal	5	5
Discussion Board Post	5	5
Quiz 1	5	5
Total		100

- 100 to 92 = A
- 91 to 80 = B
- 79 to 70 = C*
- 69 to 60 = D
- 59 and below = F

* You must have a final grade of an "A" or "B" in this class to proceed to COUN 5660 Advanced Skills. Your grade in this course is NOT calculated by an average. It is competency-based. Even if you have an "A" average throughout the course, if you do not meet the criterion of competence in your subjective evaluation, you may receive a "B" or "C" for the course. This statement appears here to clarify how this course differs from others: it is a clinical course that ensures you are appropriate to the counseling profession and will first do no harm to the general public. Please refer to the Master's Handbook for the competency-based criteria used for grading in this course.

Professional Liability Insurance

Professional liability insurance is required for this course and proof of insurance must be submitted prior to any clinic experiences. Affordable insurance plans are available through American Counseling Association (insurance comes free with your ACA student membership!) and Texas Counseling Association. Please submit your proof of insurance within the first few weeks of class to your instructor, and he/she will file it for you. Or you can visit <http://www.hpsso.com/professional-liability-insurance/student-coverage-description.jsp> (press control and the hyperlink to navigate to the Webpage)

If student wants to withdraw from the class, they must submit a withdrawal form for professor to sign. If a student does NOT show up in class and the professor has NOT signed a withdrawal form, then the student has not withdrawn. If the student misses more than two classes, the professor may email and/or call them and have a discussion with them about the impact on their learning and grade.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Counseling and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course. If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Assignment Policy:

In order to be fair to students who submit their assignments on time, students who submit their assignments late for other than an emergency reason sanctioned by the university (immediate family member death, student hospitalization, military deployment, etc.) will receive a 10% deduction on that assignment for one to two days late, 20% deduction for more than three to four days late, etc. Please plan ahead. Assignments that are more than 3 days late will not be accepted, and the student will be assigned a 0 for the assignment (unless student has a documented and approved medical emergency or one that is official excused by UNT Dallas). All assignments should be submitted in APA format unless otherwise noted by instructor and through Blackboard's assignment portal.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Weekly Class Attendance, Timeliness, and Constructive Participation:

Class attendance and participation is mandatory because the class is designed as a shared learning experience and because essential information (not always in the textbook(s)) will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Excused absences are of an urgent, serious medical condition; death of immediate family member; and military deployment. Excused absences that meet the specific criteria must be accompanied with written documentation. Students are also responsible to make up any work covered from unexcused absence by consulting with a classmate and not the professor.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive language and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions that violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Incompletes:

Incompletes are only given if the student is passing in the last ¼ of the semester and there is documented reason.

Additional Class Policies:

- Blackboard: check Blackboard weekly for assigned readings and retrieve PowerPoint.
- Remember to turn your mobile phone on silent with vibrate off before class begins.
- Food & Drink in the Classroom: You may eat small snacks and drink non-alcoholic beverages during class, provided they are respectful of their classmates by eating food with little to no odor and placing all trash in the trash bin. If there are any complaints regarding this food privilege, the instructor reserves the right to cancel this policy.
- Use of Laptops: Students are highly encouraged to bring their laptops or I pads to take notes and access documents on Blackboard during the class period.

UNT Dallas Grade Appeal Guidance for Students

The UNT Dallas Counseling and Human Services faculty are committed to each student's academic and professional success. As such, the faculty would like to guide students in professional protocol of managing concerns regarding their grades. When you have concerns regarding grades, please consider the information below and follow the protocol in sequential order.

Facts

1. Each student is responsible for the grade they earned. Professors do not give grades. Students earn grades.
2. Student's grades are based on the requirements stated in the syllabus. Students are responsible for fulfilling all course requirements including readings, writings, assignments, and exams by the deadline that is stated on the syllabus. If you have a true emergency or crisis, then notify the professor via email as soon as possible and ask if an exception can be granted. Make every effort to show the professor that you are taking responsibility for your assignment.
3. Professors are NOT required to allow students to retake exams or resubmit assignments just because the student did not earn the grade they desired.
4. Students do have the right to ask questions to understand the material they missed on exams or assignments. Students may ask questions in class, email or phone professors, or visit professors during their office hours.
5. Just because a student is not satisfied with his or her grade does not mean the student should pursue a grade appeal. Grade appeals are ONLY granted for three reasons
 - a. "Arbitrary" means a decision based on inappropriate criteria or not in conformity with established procedures or standards.
 - b. "Prejudice" means a decision motivated by ill will that is not indicative of the student's academic performance in regard to grades.
 - c. "Error" means a decision that is based on a mistake in fact.

Protocol for Grade Appeal

1. Consult your syllabus, course webpage, and course grading rubrics to identify what was required of you in the class. Ask yourself, "Did I do what was required by the deadline that was indicated on the syllabus, course webpage, and grading rubric"? Also, ask yourself, "Am I just disappointed with my grade and myself or is there evidence that the grade was arbitrary, based on prejudice or error"? If it was the later, then proceed with the next step.
2. Contact your instructor via email. In a professional and respectful manner, state
 - a. Your specific concern (i.e. "My concern is regarding the grade of "D" on my term paper in class XYZ and my subsequent class grade of D.")
 - b. The reason you disagree (i.e. "I believe my grade does not represent the quality of my paper because I thoroughly fulfilled each item on the grading rubric.").
 - c. Your responsibility of what you did "right" and what you did NOT do "right" (i.e. "I followed the grading rubric. However, I turned in the paper a week late.")
 - d. What you are requesting (i.e. "I am requesting that we meet to discuss my paper and help me understand the reason for the grade on my paper.")

- e. Your contact information including email and phone numbers.
3. Wait patiently for at least two business days (48 hours during a business week) for the instructor's response to your email. Consider the instructor's response. For example, "On page 4 of the syllabus, it says if papers are turned in late, then they will receive a lower letter grade. According to the rubric, the quality of your paper was rated as a C. Since you turned it in late, you earned a D." Ask yourself, "Am I just disappointed with my grade and myself or is there evidence that the grade was arbitrary, based on prejudice or error?" If it was the later, then proceed with the next step.
4. If your concern remains unresolved after the informal consultation with the faculty member, submit a written petition for appeal to the chair of the faculty member's department within three (3) days of learning the result of the informal conversation with the faculty member.
5. The chair will follow the procedures stated in the UNT Dallas Grade Appeal Policy available at http://dallas.unt.edu/sites/default/files/page_level2/pdf/policy/7.007%20Grade%20Appeal.pdf