

Amy McCortney, Ph.D., LPC-S, NCC

E-mail: amy.mccortney@unt.edu

Office hours: by appointment

Home: 214.477.9907

COUN 5660.090
Advanced Counseling Skills
Syllabus and Flexible Calendar
Summer 2014

- I. Goals of the course:** This is a performance-based class. Students will be able to demonstrate basic and advanced counseling skills, techniques, writing skills, and professional ethics.
- II. Course content/Methods of instruction:** The course content is both didactic and experiential with an emphasis on the enactment of advanced counseling skills, use of a consistent theoretical orientation and professional ethics; class content may include a combination of didactic instruction, live demonstration, media, review of research, and experiential techniques.
- III. Required texts, readings, and tools:**
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
 - **Required readings and class materials are available in your Classnotes Packet (CNP) and on Blackboard. Supplemental materials, additional handouts, required readings, and any powerpoints to class lessons are provided on Blackboard, and any additional materials will be provided as needed. Print off powerpoints and required readings as necessary for use in class discussions. Students are responsible for all Blackboard content.**
 - **Minimum 10 DVD-R discs (NOT DVD+R).**
 - **One 8- or 16-mg flashdrive**
 - **One set working headphones or earbuds**

Recommended texts:

Corsini, R.J., & Wedding, D. (Eds.) (2013). *Current psychotherapies*. (10th ed.). Itasca, IL: Thomson:Brooks/Cole.

Fall, K.A., Holden, J. M., & Marquis, A. (2010). *Theoretical models of counseling and psychotherapy* (2nd ed.). New York, NY: Brunner-Routledge.

Hartsell, T.L., & Bernstein, B.E. (2008). *The portable ethicist for mental health professionals: A complete guide to responsible practice*. (2nd ed.). New York, NY: John Wiley & Sons.

Hodges, S. (2011). *The graduate practicum and internship manual: A resource for graduate counseling students*. New York, NY: Springer.

McHenry, B., & McHenry, J. (2007). *What therapists say and why they say it: Effective therapeutic responses and techniques*. Boston, MA: Pearson.

It is your responsibility to locate any necessary resources or theory books in a timely fashion; UNT Library may carry certain books, and additional books can be mailed to you from the Denton campus. You may certainly research resources through the UNT online catalog, order loaned books through Illiad and the main campus, or access or rent e-books online.

IV. CACREP Learning Objectives:

The student will:

- A.** Be able to demonstrate basic counseling skills and the following advanced counseling skills: consistent use of theoretical orientation; theoretically consistent counseling strategies, and the ability to demonstrate appropriate interventions and interventions in a peer counseling setting.
- B.** Demonstrate consistent use of one guiding theory, basic counseling skills, and the core conditions of counseling when working with an individual.

- C. Be able to apply ethical standards to scenarios of potential ethical dilemmas.
- D. Be able to comport themselves with accepted professional, ethical, and legal behavior as befits counselors.
- E. Demonstrate increasing familiarity with the Practicum clinic setting, required documents, and proper professional behavior while in the clinic.

V. Requirements:

- A. Class attendance at all scheduled meetings.

Attendance at each class meeting is considered a professional obligation. Attendance is required and class participation is expected. If for some reason you cannot attend a class meeting, you are expected to notify the instructor (either in person, via phone or e-mail message) *prior* to the class. If you discover you will be absent on a counseling night, you are responsible for also informing the client and rescheduling the session with instructor permission. Absences in **excess of one excused absence** and/or **chronic tardiness** *will* affect the final grade in the course, and could result in a failing grade and the need to repeat the course. When possible, any absences should be discussed with the instructor in advance; and while it is certainly understandable that tardiness is occasionally unavoidable, chronic tardiness will result in the loss of 5% deduction from their total points per incident if they (a) miss more than one class meeting for other than a *documented* emergency reason (death in family, hospitalization, major or severe illness); (b) are tardy more than 10 minutes or leave class early more than twice a semester; or (c) consistently interact in a non-professional or disruptive manner with peers or this professor. Additional missed classes or chronic tardiness will result in another 5% deduction.

Students are responsible for all material and assignments covered on days they are absent. More than one absence, especially on counseling nights, will likely require repeating the course.

NOTE: Because this class requires students to complete a 3-hour counseling rotation, students should be present and ready to begin promptly at classtime; tardiness will directly affect the ability of other students to accomplish their class requirements, and therefore, tardiness is unacceptable. Be prepared for an additional 10-20 minutes of classtime on counseling nights.

- B. Participation in class discussions and activities including:
 1. Come to class prepared to discuss assigned readings; be prepared to retain and apply readings.
 2. Use of advanced counseling techniques in applied peer counseling with application to various adult populations in family, agency, college counseling and student services; students are expected to actively participate in all class discussions and activities.
 3. Active participation in supervision and openness to supervision.
 3. Discussion of issues related to multicultural counseling, ethics in counseling, and how each technique can be applied in a developmental context.
 4. Level of class participation is qualitatively determined by my subjective appraisal of your class interaction and attentiveness. Appropriate class behavior and participation consistent with that of graduate students is expected. **Students are expected to refrain from all inappropriate behavior including but not limited to: passing notes, sleeping, text-messaging, surfing the internet, emailing, and working on other material during class time.** To that end, please turn off your cellphones during class and close laptops during experiential exercises, videos, and/or during any other class activity during which your attention is expected. Inappropriate behavior or low participation will result in one-on-one conferences, a remedial action plan, faculty review, and a low-effectiveness report in your permanent student file.
- C. Completion of written assignments in accurate APA publication style where appropriate:
 1. Professional disclosure statement development
 2. Weekly casenotes and treatment plan
 3. Critical analysis of session performance
 4. Advanced theory paper, submitted to turnitin.com: class ID 7396544, password DRMC
 5. Resource C case conceptualization

- D. Completion of at least six practice counseling tapes in the roles of counselor, client, and observer:
(Suggested Tape topics)
1. Listening skills tape
 2. A difficult or challenging event/experience
 3. Area(s) of identified personal growth

- E. Due dates and deadlines:
Students are responsible for submitting any assignments on the date indicated on the syllabus. Assignments will be considered late if not received by class on the date expected. When necessary, students may submit assignments early or via email. Late assignments will receive a half-letter grade (E, OK, NI) deduction for each day late.

F. Special class rules pertaining to professional behavior/use of the clinic/confidentiality:

- 1. Students are expected to maintain professional standards expected of all counselors consistent with the ACA Code of Ethics.**
- 2. Engage with client only in your professional role before, during, and after class. Do not discuss your client with any person other than your supervisor and/or assigned observer.**
- 3. On counseling session nights, students will dress in appropriate professional-type attire; “business casual” is the rule of thumb for dress. Inappropriate clothing includes, but is not limited to: revealing clothing, jeans, ball caps, sunglasses, shorts, or inappropriate open-toed shoes or other footwear (especially flip-flops).**
- 4. No materials containing confidential client information are ever to leave the clinic. Casenotes and files are to be maintained in locked file cabinets at all times. Confidentiality also applies to protecting client files/papers whenever they are in the student’s possession rather than in the file cabinet; and being aware at all times of avoiding verbal breaches of confidentiality in the restrooms, hallways, control room and the practicum room.**
- 5. Students are not allowed to view their counselor’s feedback time with their own observers following each session. Students should spend this time preparing themselves to enter the next hour of the evening, as observers or counselors. You are required to respect your counselor’s need for privacy in processing his or her own experiences of the counseling session, in order to enhance his or her own professional growth. Counselors are expected to behave professionally during feedback time and to focus on their own use of interventions/session management/use of feedback/and growth as counselors.**
- 6. Counseling files are to be viewed only by the counselor for each client. Any student’s attempt to view any files (including and especially his or her own) other than the client’s file will result in an ethical violation, and potential dismissal from the program.**
- 7. Supervisee requirements: Supervisees must inform their supervisor immediately in the event of any of the following:**
 - a. the supervisee becomes aware that he or she possesses personal growth or impairment issues that may harm the client**
 - b. the client is in danger of harm to self or others**
 - c. the supervisee becomes aware of transference or counter-transference toward the client and/or the supervisor**
 - d. he or she expects to miss a class, or to be tardy to class or to counseling sessions**
 - e. he or she expects or intends to turn an assignment in late**
 - f. he or she intends to discontinue the class**

VI. Evaluation: (see grading handout attached)

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some documented and justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a

grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

VII: Programmatic evaluation:

Turnitin:

All sources used for all assignments **must be cited** in APA format; students will need to submit major assignments using **turnitin.com**. Your class ID is **8112137**, and your initial password is **DRMC**. Excellent papers will reference scholarly sources and reflect a depth of critical thought and a writing style commensurate with graduate-level work. I will be happy to consult regarding content and style (i.e., grammar, spelling, professional writing quality) of papers up to 2 days prior to the assignment deadline.

Tk20:

This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase and can also be used for other classes. Key assessments (KA) must be uploaded into the Tk20 system for instructors to assess.

IMPORTANT UNIVERSITY POLICIES

Students with Disabilities (ADA Compliance):

The University of North Texas at Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

The student has the responsibility of informing the course instructor of any disabling condition that will require modification to avoid discrimination. Students with disabilities should approach each instructor within the first two weeks of class to make an appointment to discuss disability accommodation and then must follow the meeting with an e-mail or hard-copy message to the instructor summarizing the accommodations that will be made.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

Assignments submitted late **will** have points deducted as determined by the instructor.

Exam Policy:

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

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.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook 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. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if he or she is absent.

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual orientation, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

Religious Observance: Students wishing to be absent on religious holidays that require missing class should notify their instructors in writing at the beginning of the semester and should discuss with the instructor in advance acceptable ways for making up any missed work because of the absence. (Refer to university Policy No. 1.9)

Confidentiality and Emotional Safety: In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc., only while in class or privately with other current class members. In addition, should a student recognize or know practice clients as shown in class, it is the student's responsibility to promptly inform the instructor so that appropriate arrangements can be made.

It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in the code of ethics. Failure to do so can result in termination from the Department.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity 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 Academic Integrity at http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.

Students are expected to have a high degree of familiarity with the APA manual and its requirements. Cheating and plagiarism are types of academic misconduct and will not be accepted. The term ‘plagiarism’ includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal.

Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. Some general guidelines from the 2001 5th edition include:

- Always cite the source of a quote or paraphrase (pp. 120 & 349)
- When quoting:
 - o Copy the original material word-for-word (p. 117)
 - o If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. Double space all text (p. 117)
 - o Follow the conclusion of a quotation immediately with the citation of author(s), year of publication – or year of creation if original material is unpublished, and page number(s) (p. 120)
- When paraphrasing:
 - o Restate concepts in *substantially different words* than the original material (p. 349)
 - o Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s) (pp. 121 & 349)
 - o In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph (pp. 61-62)

Plagiarism of any sort will not be tolerated and will result in a minimum of a failing grade on the assignment; plagiarism may jeopardize your standing in the program. UNT counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student’s work. Students also have access to these plagiarism prevention tools and are strongly encouraged to utilize these resources.

References

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Pan, M. L. (2003). *Preparing literature reviews*. Los Angeles: Pyrczak.

Great books for human beings (and those who are also counselors):

- Axline, V. M. (1964). *Dibs in search of self*. New York: Ballantine.
- Benjamin, C. L. (1985). *Mother knows best: The natural way to train your dog*. New York: Hungry Minds.
- Bloomfield, H. H., & McWilliams, P. (1995). *How to heal depression*. New York: Prelude.
- De Becker, G. (1997). *The gift of fear: And other survival signals that protect us from violence*. New York: Dell.
- Domar, A., & Dreher, H. (2000). *Self-nurture: Caring for yourself as effectively as you care for everyone else*. New York: Penguin.
- Faber, A., & Mazlish, E. (1980). *How to talk so kids will listen, and listen so kids will talk*. New York: Avon.
- Fulghum, R. (1989). *It was on fire when I lay down on it*. New York: Ballantine.
- Fulghum, R. (1998). *All I really need to know I learned in kindergarten: Uncommon thoughts on common things*. New York: Ballantine.

- Gladwell, M. (2005). *Blink: The power of thinking without thinking*. New York: Little, Brown, and Company.
- Gottman, J. M., & Silver, N. (1999). *The seven principles for making marriage work*. New York: Three Rivers.
- Helmstetter, S. (1982). *What to say when you talk to your self*. New York: Pocket.
- Hodges, S. (2011). *The graduate practicum and internship manual: A resource for graduate counseling students*. New York: Springer.
- Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. New York: Hyperion.
- Kottler, J. A., & Hazler, R. J. (1997). *What you never learned in graduate school: A survival guide for therapists*. New York: W. W. Norton.
- Kottler, J. A. (2003). *On being a therapist*. San Francisco: Jossey-Bass.
- Kottler, J. A., & Carlson, J. (2003). *Bad therapy: Master therapists share their worst failures*. New York: Brunner-Routledge.
- Ramsey, D. (2003). *The total money makeover: A proven plan for financial fitness*. Nashville, TN: Thomas Nelson.
- McWilliams, P., Bloomfield, H. H., & Colgrove, M. (1993). *How to survive the loss of a love*. New York: Prelude.
- McWilliams, P. (). *Life 101: Everything we wished we had learned about life in school- but didn't*. New York: Prelude.
- Millan, C. (2006). *Cesar's way: The natural, everyday guide to understanding and correcting common dog problems*. New York: Harmony.
- Mitchell, S. (1991). *The gospel according to Jesus: A new translation and guide to his essential teachings for believers and unbelievers*. New York: HarperCollins.
- Nelsen, J. (1996). *Positive discipline: The classic guide to helping children develop self-discipline, responsibility, cooperation, and problem-solving skills*. New York: Ballantine.
- Richardson, C. (2005). *The unmistakable touch of grace*. New York: Free Press.
- Robbins, T. (1991). *Awaken the giant within: How to take immediate control of your mental, emotional, physical, and financial destiny!* New York: Simon & Schuster.
- Rogers, A. G. (1995). *A shining affliction: A story of harm and healing in psychotherapy*. New York: Penguin.
- Salmonsohn, K., & Zinzell, D. (2001). *How to be happy, damnit! A cynic's guide to spiritual happiness*. Berkeley, CA: Celestial Arts.
- Seligman, M. (1998). *Learned optimism: How to change your mind and your life*. New York: Pocket.
- Shem, S. (1997). *Mount misery*. New York: Ivy.
- Walker, B. (1991). *The crazy dog guide to lifetime happiness*. Dell.
- Wurtzel, E. (1995). *Prozac nation: Young and depressed in America*. New York: Penguin.
- Yalom, I. D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York: HarperCollins.

COUN 5660 Advanced Counseling Skills: Grading Criterion					
Name: _____					
You must have a final grade of B- or higher in this class to proceed to Practicum.					
Your grade in this course is NOT calculated by an average. It is performance and competency-based.					
Even if you have an "A" average throughout the course, if you do not meet the criterion of competence in your final project (FP), you will receive a "C" for the course. This statement appears here to clarify how this course differs from others you may have taken.					
	Evalu-ator	E (A)	Grade: OK (B)	NI (C)	Comments:
Assignment:					
Attendance & participation*/**	P/TA***				
Quiz average	P/TA				
Professional disclosure statement	P/TA				
Listening Skills tape & critique	P/TA				
Session 1	P/TA				
<i>Critique of Session 1</i>	P/TA				
	P/TA				
<i>Theory paper*</i>	P/TA				
	P/TA				
Active participation in supervision*	P/TA				
<i>FP 10-min. seg. from Session 4 or 5*</i>	P/TA				
	P/TA				
FP Final critique*	P/TA				
FP Case conceptualization*	P/TA				
Peer evaluation	CL/OB				
	TOTALS:				
Quiz average: 90-100% = E, 75-89% = OK, < 75% = NI.					
Theory paper: content = 50%, writing/organization = 20%, APA format = 20%, references =10%. Same curve as "Quiz average" above.					
<i>Italic type above indicates that this item counts double.</i>					
Final grade criteria:		E	OK	NI	
Final grade of E (A):		≥10	5≤	0	
Final grade of OK (B):				1	
		≤9	≥6	0	
Final grade of NI (C):				>1	Also see * below.
* An NI (needs improvement) in any one of these six items at semester's end can mean receiving a grade of C for the course.					
** 0 absences = E; 1 absence = OK; >1 absence = NI.					
*** P = Professor; TA = Doctoral Teaching Assistant					