

**Austin Peay State University
Department of Psychological Sciences and Counseling**

COUN 5420: Advanced Counseling Techniques

Term: Spring 2022	Credit Hours: 3
Meeting Time: Wednesday 4:30 to 7:30pm	Room #: CL 301
Instructor: Kim Coggins	
Telephone: (931) 221-7234, (931) 305-0301	
Email Address: cogginsk@apsu.edu	
Office: Clement 221B or McReynolds 119B	
Office Hours: M, Tu, Th 1:00-2:00; W 12:30-2:30; others by appointment	
Book Office Hours at this link: https://cogginsk.youcanbook.me	
Zoom link for Office Hours: https://apsu.zoom.us/j/99997190294	

Prerequisites:

Grade of "B" or better in COUN 5410 and permission of the instructor

Required Text:

Kottler, J. A., & Carlson, J. (2014). *On Being a Master Therapist: Practicing What You Preach*. Hoboken, NJ: John Wiley & Sons.

ACA Code of Ethics (download from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>)

*Additional readings will be assigned throughout the semester.

Additional Requirements:

Liability Insurance (Must have before you begin meeting with clients)

Students are responsible for acquiring liability insurance. Liability insurance can be obtained through the American Counseling Association (ACA) or the American School Counselor Association (ASCA).

**Proof of insurance is required prior to engaging in counseling with volunteer clients.

Course Description:

The purpose of this course is to facilitate students' further refinement of core counseling skills ("micro-skills") through practice with one another and volunteer clients recruited from undergraduate psychology classes. Class will function similar to group supervision that would occur in a professional counseling setting. Students will share their work via videotapes and offer one another feedback, suggestions, etc. Initially, some class time will be devoted to experiential exercises and to practicing counseling skills.

Austin Peay State University
College of Education
CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS

As part of the educational unit at Austin Peay State University, the School Counseling program embrace the College of Education's commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme "Preparing Professionals Through Standards-Based Practices" reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

Course Policies

CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](#).

Divisive Concepts Statement:

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

Students with Disabilities:

Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services: (phone #: 221-6230; email: disabilityservices@apsu.edu)

Academic and Classroom Misconduct:

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting.

Writing Quality and Academic Honesty:

It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: writinglab@apsu.edu)

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities. If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

Plagiarism Policy:

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

Key writing assignments will be submitted through TurnItIn. Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text is one continuous block of borrowed material, it will be considered as plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method related details in “Methodology” part of a manuscript should not raise a serious ethical concern.

Policy on Minors:

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

Service Animals in the Classroom:

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

Confidentiality:

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class, only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA *Code of Ethics* will be followed.

Email Policy:

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

Class Grievances:

I am willing to meet with you to discuss our class and/or particular assignments. I ask that you wait 24 hours after you have received a graded assignment to come see me. Before we discuss your work, you are required to type out a document detailing what particular elements of your work you feel merit discussion.

Counseling Services

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

Minimal Technology Requirements

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

Web Browser: Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

Software: You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

Course Objectives and Requirements

Knowledge and Skill Outcomes

The objectives of this course align with the CACREP Standards (2016) stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Understand theories, models, multicultural counseling modes of practice, and strategies for understanding and practicing consultation; understand the role of counseling supervision and professional self-evaluation	II.F.1.k II.F.1.m II.F.2.b II.F.5.a II.F.5.b II.F.5.c CMHC C.1.b CMHC C.2.j	Case Conceptualization & Presentation Theoretical Orientation Paper Faculty & Peer Supervision and Feedback
Understand counselor characteristics and behaviors that influence helping processes	II.F.5.f	Supervised Counseling Class Discussion Assigned Readings Role Play Case Conceptualization & Presentation Faculty & Peer Supervision and Feedback

		Theoretical Orientation Paper
Demonstrate essential interviewing, conceptualization and counseling skills; understand ethical and culturally relevant strategies for establishing and maintaining in-person relationships; determine approaches to conceptualizing relationships among work, mental well-being, relationships, and other life roles and factors	II.F.2.b II.F.4.b II.F.5.b. II.F.5.d II.F.5.g SC G.3.f	Supervised Counseling Class Discussions Assigned Readings Role Play Case Conceptualization & Presentation Faculty & Peer Supervision and Feedback
Understand how to create developmentally relevant counseling treatment or intervention plans; review principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning; understand the diagnostic process	II.F.5.h CMHC C.1.c CMHC C.2.d CMHC C.2.g CMHC C.2.m	Supervised Counseling Class Discussion Role Play Faculty & Peer Supervision and Feedback
Begin to understand and utilize evidence-based counseling strategies and techniques for prevention and intervention; develop strategies to promote client understanding and access to community-based resources; develop strategies to advocate for persons with mental health issues	II.F.5.i II.F.5.k CMHC C.3.e	Supervised Counseling Class Discussions Role Play Case Conceptualization & Presentation Techniques Review
Use evidence –based counseling strategies and techniques for prevention and intervention; evaluate counseling interventions and programs	II.F.5.j II.F.8.b II.F.8.e CMHC C.3.b	Supervised Counseling Class Discussion Assigned Readings Role Play Case Conceptualization & Presentation Faculty & Peer Supervision and Feedback Techniques Review
Make progress in identifying their theoretical orientation and begin integrating skills and techniques relative to the theory/theories with which students feel most aligned in their practice counseling sessions; recognize the impact of technology on the counseling process	II.F.5.e II.F.5.n	Supervised Counseling Class Discussion Case Conceptualization & Presentation Faculty & Peer Supervision and Feedback Theoretical Orientation Paper

Practice conducting needs assessments, intake interviews and mental status evaluations for treatment planning and caseload management; address suicide prevention models and strategies; understand crisis intervention, trauma-informed, and community-based strategies	II.F.5.c II.F.5.l II.F.5.m II.F.8.c. CMHC C.2.f. CMHC C.3.a	Supervised Counseling Class Discussion Assigned Readings Case Conceptualization & Presentation Faculty & Peer Supervision and Feedback
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Methods of Instruction:

Lecture, demonstrations, videos, class discussion, small group exercises, role-play.

Grading Standards:

Grades will be assigned on a standard 90% = A, 80% = B, etc. An incomplete in class will be granted only in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner (before the last regular day of class) to seek approval. It is then your responsibility to initiate the paperwork to request the incomplete, and to generate a timeline for completing any remaining material. Failure to do so will result in your receiving a grade for the course based on the points you earned according to the due dates listed in the syllabus.

Student Performance Evaluation Criteria & Procedures:

(Please note: The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives)

Class Participation & Professionalism (10%)

This is a graduate level class as such, class participation and attendance are expected. The minimum expectation is that you are in class (**on time**) for the full class time each week, are attentive, and actively participate in all class discussions and activities. If you must miss class for a good reason (think in terms of life/death emergencies, COVID-19 exposure, and circumstances beyond your control) please let me know in advance if possible, or as soon after as possible. If you miss class, you are responsible for getting any notes from a classmate, and/or seeking me to discuss what you missed. Missing more than one class, or repeatedly coming to class late will result in a lower final grade. The quality of our discussions depends a great deal upon your commitment and diligence in reading assigned materials. Please come to class prepared by reading the assigned material prior to entering the classroom.

Additionally, becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, we expect you to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes things like confidentiality and respect in your presentations and management of clinical material and personal information

shared by peers; professional dress while working with clients; timeliness, attentiveness, and engagement in sessions with client and supervisors; professional behavior during all online and in-person interactions; respect for colleagues, clients, faculty, and others in your conversation and behaviors; timeliness, attentiveness, and participation in all class meetings, assignments, and activities; timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; and so forth.

This course will require students to be open to feedback, to provide accurate feedback to their peers, and to be self-reflective to a degree that has likely not been expected in previous coursework. In addition, some sharing of personal issues and experiences is likely to occur. We must all work together to create an environment that facilitates this work. Toward this end, we must commit to certain principles:

- **Confidentiality** – what happens and what is discussed within the context of this class, stays within the class. Failure to adhere to ACA ethical standards of behavior can result in a failing grade and dismissal from the program.
- **Respect** – we must find ways to offer feedback that is meaningful, accurate, and constructive. Consistent with the philosophical underpinnings of our field, we should strive to help one another identify strengths as well as weaknesses.
- **Openness** – each person will need to define for themselves what they are comfortable being open about. In practice counseling and role plays, those in the role of the client should select real issues of concern to discuss but should exercise judgment with respect to what is shared. Sharing of an intensely personal nature is not required or even recommended.

***It is highly recommended that students seek their own personal counseling to explore issues that may impact their relationships with clients and also to experience the counseling process from the perspective of the client.*

Discussion Board (10%)

Initial Post Due by Wednesday at midnight, Two responses Due by Saturday midnight weekly.

Each week, a discussion prompt will be posted to the discussion board to which you will offer a thoughtful and substantive response based on your reading of Kottler & Carlson's *On Being a Master Therapist*. You must make a thoughtful initial response to the post by **Wednesday** night each week. In addition to responding to the prompt, there is an expectation that you will also respond to the posts of at least two of your classmates by class on **Saturday** night each week. Do not just say "Good post" or "I enjoyed reading your post", etc. or you will not receive all of the possible points. The purpose of this assignment will be to stimulate discussion and promote meaningful dialogue about the content and counseling skills that we will be covering throughout the semester. In order to receive full credit for this assignment, you must be reviewing responses from your peers as well as making your own posts. (Initial post = 40 points, Response to peers = 40 points, Reading other posts = 20 points).

It is imperative that comments remain respectful and reflect openness to diverse opinions. Anything posted on the discussion board that can be deemed otherwise will be given a zero for that week's grade. We are all entitled to express our opinions; however, it is important to be cognizant of the

manner in which we state them. Respect is essential for us all to feel comfortable in sharing our thoughts and opinions.

Counseling Sessions, Supervision, & Case/Progress Notes (30%)

You will be required to complete at least 6-8 sessions with 1-2 volunteer client(s) (exact number of sessions & clients will be determined by the specific client and the number of undergraduate volunteers recruited). These sessions will occur in the Counseling Lab and must be digitally recorded using the Counseling Lab recording system. Videos will be evaluated in class and/or in individual/triadic supervision meetings with the instructor and peer supervisors.

Case notes will be written for each session. A format will be provided in D2L. Case notes should be submitted within one week of the session using the Counseling Lab ShareDrive (https://austinpeay-my.sharepoint.com/:f/g/personal/gibson_apsu_edu/EkJPxeiBYe9LuLTxs5jBOHgBSjub9ABGtSG6guClfVGX2w?e=giCSnW). If you choose to email a copy to your supervisor, you must use your APSU email account. *No identifying information other than client initials should be included in the copy of your notes that is sent by email to your supervisor. The final version of your note needs to be uploaded to the Counseling Lab ShareDrive into your clinical file.

Each case file should include:

- Informed Consent with signatures
- Intake summary with case conceptualization (no later than after the 3rd session)
- Notes for each session and any additional contact notes
- Termination summary when counseling is done

You will also be assigned a peer or faculty supervisor to work with during the semester. Once you are assigned a supervisor, the expectations are that you will:

- Watch the entire counseling session for at least one client every week prior to your supervision meeting
- Meet for individual supervision for 50 minutes or triadic/quadratic supervision for 80 minutes each week to discuss your clients, receive feedback and support, and review paperwork. These sessions will occur in the Counseling Lab and will be recorded for supervisor growth.

****HIPPA Compliance:** In order to meet HIPPA regulations in the handling of all client records, including videos must meet high standards of confidentiality. All electronic storage used to house these videos and notes must be password protected. Additionally, you must ensure that you can work with your recordings in a private space. In other words, reviewing and transcribing your sessions in the presence of family or friends is a violation of HIPPA and is not acceptable.

Theoretical Orientation Paper: Due April 27 (10%)

You will write a 2 to 3-page reflection paper (APA format; abstract not required) addressing the following points:

- What theoretical orientation did you find yourself using in case conceptualization? Give specific examples.

- What theoretical orientation did you find yourself using in sessions through skills and interventions? Give specific examples.
- Explore congruences/incongruences between your beliefs regarding your theoretical orientation and your actual use of theory.
- Describe how you would like to continue growing in your theoretical understanding and application. Outline at least 3 specific action steps to take in the next year and at least 1 action step as a part of your long-term goals. (Think SMART goals as you write these actions steps.)

Techniques Review (10%): Sign up for Date

Students will each sign up for a day to conduct a 20-25 minute presentation about counseling techniques from a chosen theory for approximately. The presentation is not intended to be a review of the theory itself but will be a discussion of techniques associated with that theory. Prior to class, all students will review their theory brief from the chosen theory, so they are prepared to engage in meaningful discussion about the techniques and case conceptualization during class. Your review should include the following components:

- Discussion of potential techniques related to assigned theory
- Demonstration/facilitation of at least one technique from assigned theory
- Critique of techniques presented (e.g., populations, settings, or presenting concerns it may address well or poorly, fit with personal counseling approach, applicability to practice client(s), etc.)
- Resources for the class (e.g., handout with directions for interventions, worksheets, links to videos or online resources, etc.)

Case Conceptualization/Case Presentation (30%): Sign up for Dates

****LiveText Key Assessment***

Each student will have at least two formal opportunities to present her/his clinical work in class to receive helpful feedback from peers and instructors. Students will sign-up in class for specific dates. On the day you present, bring one copy of the Clinical Case Presentation Form (attached at the end of the syllabus) for your instructor, and thoughtfully select a 10-minute continuous segment of video from your most recent session to show that will assist in your clinical growth. For your classmates, bring a ½ page handout that identifies your questions for the group; the class will use these to write feedback for you.

To begin the presentation, you will briefly introduce the client and case. Do not read from your Case Presentation form; just briefly tell us the key points about the client, their concern and the work you have been doing together. Let us know what specific help you would like and briefly introduce the segment of video that we will watch. This shouldn't take more than 2-3 minutes at most. We will then watch the video. During this time, the observers will be assigned different areas of focus – to identify strength as well as opportunities for growth and development related to their area. Observers will be responsible to make notes and be able to report on their assigned area after the segment is finished. The presenter too should make some notes and is responsible to reflect on what was going on internally (thoughts & feelings) during the session, as well as what they experience

while watching the session in class. Once the clip is completed, the students responsible for each of the focus areas will share their observations and may have some conversation among themselves. The presenter will merely listen and take it in. Once each of the observers has reported, the presenter will have a few minutes to comment on their own reflections as well as the feedback from the others. The presenter doesn't have to respond to specific feedback (but may choose to do so), and may simply share thoughts about the process, about personal reflection, and about what they may want to do differently.

A transcription of the 10-minute segment is also due to the instructor on each of the days you present. Utilize the following format/labels for the transcription:

- Client's verbalization
- Your response
- Alternate / improved response – do one for **every** counselor statement
- Rationale for the alternative response – explain why it is improved or a good alternative, based on your understanding of the core counseling skills, and your theory-based conceptualization of the client's concerns and what will be helpful to the client.

NOTE: You must have a corrected or alternative response and rationale for each of your response and/or during prolonged periods when you make no response.

Your grade for these presentations will depend on you being adequately prepared on your assigned day (form to turn in, a specific meaningful segment ready to show and thoughtful questions for the group to address), as well as your professionalism in presenting and engaging with your peers as you staff your case (openness to feedback, skill and conceptual discussions, personal awareness and reflection, and the quality of your alternative responses / rationale in the transcripts). See attached grading outline and Live Text rubric

As the LiveText Key Assessment for this course, your transcription must also be submitted to LiveText by the day of your in-class case presentation. Your Case Presentation will not be graded until it is uploaded to LiveText. If your transcription is not uploaded by the day of your in-class case presentation, your grade for this assignment will be lowered by 10% for each day the assignment is late.

****NOTE:** Please ensure that there are **NO NAMES** included in your transcript before you upload it to LiveText!!

****Transcriptions, audiotapes, videos, and case notes are to be treated as highly confidential; at all times. Furthermore, discussion of your counseling sessions with anyone outside of class or supervision is strictly prohibited and would constitute an ethical violation.***

Grading:

Assignment	Value
Class Participation & Professionalism	10%
Discussion Board	10%

Counseling Sessions, Supervision, & Case/Progress Notes	30%
Theoretical Orientation Paper	10%
Techniques Review	10%
Case Conceptualization/Presentation	30%

TOTAL 100%

****Please Note: You must successfully complete these assignments and show progress in your skill development in order to pass this course.**

TENTATIVE SCHEDULE*

Note: Instructor reserves the right to make changes to the course schedule as necessary

Week	Date	Topics/Readings	To do this week
1	Jan. 19	Introduction to the course Review of syllabus Advanced skills development (CACREP II.F.5.h)	
2	Jan. 26	Advanced skills development Forms and paperwork Suicide/homicide assessment (CACREP II.F.5.h; CACREP II.F.5.i; CACREP II.5.F.m; CMHC C.2.f; CMHC C.2.m.; CMHC C.3.a.)	Read Counseling Lab Handbook
3	Feb. 2	Writing progress notes Case conceptualization (CACREP II.F.2.b.; CACREP II.F.5.b; CACREP II.5.F.c; CACREP II.F.5.g; CMHC C.1.b.; CMHC C.2.f.; CMHC C.2.g.)	Additional Readings
4	Feb. 9	Case conceptualization Treatment Planning & Goal Setting (CACREP II.F.2.b.; CACREP II.F.4.b.; CACREP II.5.F.b; CACREP II.5.F.c; CACREP II.F.5.g; CACREP II.F.5.h; CACREP II.F.5.i; CACREP II.F.8.c.; CACREP II.F.8.e; CMHC C.1.c.; CMHC C.2.d; CMHC C.3.b.)	Take theory survey (link on D2L)
5	Feb. 16	Counselor Self-Assessment Common Factors in Counseling (CACREP II.F.1.m.; CACREP II.F.5.f; CACREP II.F.5.g; CACREP II.F.5.n)	<ul style="list-style-type: none"> ▪ Kottler Chapters 1 & 2 ▪ Discussion Board ▪ Techniques review 1 ▪ Case presentation ▪ Case presentation
6	Feb. 23	Empathy Interpersonal Skills and Active Listening (CACREP II.F.1.k; CACREP II.F.1.m.; CACREP II.F.5.c; CACREP II.F.5.f; CACREP II.F.5.g; CACREP II.F.5.n; SC II.G.3.f.)	<ul style="list-style-type: none"> ▪ Kottler Chapters 3 & 4 ▪ Discussion Board ▪ Techniques review 2 ▪ Case presentation ▪ Case presentation
7	March 2	Counselor Presence (CACREP II.F.1.m.; CACREP II.F.5.f; CACREP II.F.5.g; CACREP II.F.5.n)	<ul style="list-style-type: none"> ▪ Kottler Chapters 5 ▪ Discussion Board ▪ Techniques review 3 ▪ Case presentation

			<ul style="list-style-type: none"> ▪ Case presentation
8	Mar. 9	Spring Break – No Class	
9	Mar. 16	<p>Change Process Challenging Discrepancies and Taking Risks</p> <p>(CACREP II.F.1.m.; CACREP II.F.5.f; CACREP II.F.5.g; CACREP II.F.5.n; CMHC C.2.f)</p>	<ul style="list-style-type: none"> ▪ Kottler Chapters 6 & 7 ▪ Discussion Board ▪ Techniques review 4 ▪ Case presentation ▪ Case presentation
10	Mar. 23	<p>Counselor Self-Awareness and Growth Learning from Mistakes</p> <p>(CACREP II.F.1.m.; CACREP II.F.5.g; CACREP II.F.5.n)</p>	<ul style="list-style-type: none"> ▪ Kottler Chapters 8 ▪ Discussion Board ▪ Techniques review 5 ▪ Case presentation ▪ Case presentation
11	Mar. 30	<p>Eliciting and Responding to Feedback Integrating the Self as Counselor</p> <p>(CACREP II.F.1.m.; CACREP II.F.5.c; CACREP II.F.5.d; CACREP II.F.5.g; CACREP II.F.5.j; CACREP II.F.5.n)</p>	<ul style="list-style-type: none"> ▪ Kottler Chapters 9 & 10 ▪ Discussion Board ▪ Techniques review 6 ▪ Case presentation ▪ Case presentation
12	Apr. 6	<p>Counseling Diverse Populations Establishing Appropriate Boundaries and Relationship Building</p> <p>(CACREP II.F.1.m.; CACREP II.F.2.b.; CACREP F.5.e.; CACREP II.F.5.d; CACREP II.F.5.f; CACREP II.F.5.g; CACREP II.F.5.i; CACREP II.F.5.j; CACREP II.F.5.n; CMHC C.2.j.)</p>	<ul style="list-style-type: none"> ▪ Kottler Chapters 11 & 12 ▪ Discussion Board ▪ Techniques review 7 ▪ Case presentation ▪ Case presentation
13	Apr. 13	<p>Supporting Client Change Promoting Social Interests and Advocacy</p> <p>(CACREP II.F.1.m.; CACREP II.F.5.g; CACREP II.F.5.i; CACREP II.F.5.j; CACREP II.F.5.k.; CACREP II.F.5.n; CMHC C.2.f; CMHC C.3.e.)</p>	<ul style="list-style-type: none"> ▪ Kottler Chapters 13 & 14 ▪ Discussion Board ▪ Techniques review 8 ▪ Case presentation ▪ Case presentation
14	Apr. 20	<p>Next Steps and Continued Growth Wrapping Up</p> <p>(CACREP II.F.5.j; CACREP II.F.5.m.; CACREP II.F.5.n)</p>	<ul style="list-style-type: none"> ▪ Kottler Chapter 15 ▪ Discussion Board ▪ Techniques review 9 ▪ Case presentation ▪ Case presentation
15	Apr. 27	We will meet only if need be to finish up case presentations	<p>Theory Paper Due Final Discussion Post</p>

Counseling Sessions & Notes Grading Summary

Student: _____

Criteria	Score	Comments
Supervision (33 points) <ul style="list-style-type: none"> • Attendance • Preparedness • Participation 		
Case and Progress Notes (33 points) <ul style="list-style-type: none"> • Completed on time • Demonstrate growth 		
Counseling Sessions (33 points) <ul style="list-style-type: none"> • 6-8 session (minimum) • Attendance • Preparedness • Recorded all Sessions • Demonstrate growth 		
TOTAL		

Theoretical Orientation Paper Grading Summary

Student: _____

Criteria	Score	Comments
What theoretical orientation did you find yourself using in case conceptualization? Specific examples (25 points)		
What theoretical orientation did you find yourself using in sessions through skills and interventions? Specific examples (25 points)		
Congruences/incongruences between beliefs and actual use of theory (25 points)		
Describe how you would like to continue growing in your theoretical understanding and application. 3 short-term action steps 1 long-term action step (25 points)		
TOTAL		

Technique Review Grading Summary

Student: _____

Criteria	Score	Comments
Discussion of potential techniques related to theory (25 points)		
Demonstration/facilitation of at least one technique from assigned theory (25 points)		
Critique of techniques presented (25 points)		
Resources provided to peers (25 points)		
TOTAL		

Clinical Case Presentations

Many agencies, schools, and even groups of private practitioners meet regularly to *staff* cases – briefly present key information about a clinical case and seek feedback from the group to improve service delivery. When you do a case presentation in class, you should bring a **one-page** copy of the following information to turn in to the instructors, and be prepared to provide abbreviated key information only in your verbal presentation.

1. **Basic Client Information:** Briefly provide key descriptive facts about the client (age, sex, relationship/living status, occupation, etc.).
 2. **Presenting Problem:** What brought the client in? What signs/symptoms is the client experiencing/displaying, and what is the history of these difficulties (situational/pervasive, length, duration, frequency, intensity, etc). How does the client make sense of her/his situation?
 3. **Treatment History:**
 - a. What has the client tried to resolve his/her concerns? Does the client have other counseling experience? Is the client taking medications? Prescribed by whom? Seeing a physician? Substance use? Legal issues? What else has the client tried to resolve his/her concerns?
 - b. Client's work with you: How many sessions have you had together? No-shows, reschedules, late? What specific goals are you working on with the client (from the service plan)?
 4. **Other Contextual Issues:** Briefly discuss here the impact of developmental, cultural, gender, socio-economic, and other considerations on the client's functioning and presenting concerns. Most settings would include this information in one or more of the above areas, but we include it as a separate category to help us all be sure to attend to it.
 5. **Case Conceptualization:** In this section, use theory to make sense of the client's situation and concerns as well as counseling needs. Begin by briefly summarizing any results from assessment instruments / procedures, and include any relevant diagnostic information and impressions. Adequate conceptualization uses theory to do two things: 1) apply the theory to your client's specific situation to explain the client's current condition and symptoms. This should be more than just a review of the client's presenting problems; it's a rational and theoretically consistent explanation of what's going on. 2) apply the same theory to your client's specific situation to describe what the client needs from counseling (be specific to the client's unique situation) in order to resolve her/his concerns and grow.
 6. **Client Strengths and Resources:** Identify available strengths and resources that may help the client resolve his/her concerns, and nurture a sense of hope and efficacy.
 7. **Therapeutic Alliance / Outcome Progress:** Share the client's perspective on the therapeutic relationship and progress. How has this process been for you and the client?
 8. **Staffing Question:** Have a specific question or two for the group – what do you want to get out of the consultation? This should go beyond just "I feel stuck and don't know what to do." Be thoughtful and reflective, and be prepared to discuss your own hypotheses and ideas. Your question may be about skill use, conceptualization, therapeutic relationship, self-of-the-counselor concerns and so forth.
- Be prepared to show a specific (vs. random or unplanned) section of your session that is related to your questions and which will help the group understand the client and your work together. Plan to show about 10 minutes. During questions and comments from the group, remain open to any and all suggestions. Consider each thoughtfully, consider your reactions (thoughts and feelings) about each, and have further conversations with your triadic supervisor about them.

**COUN 5420: Advanced Counseling Techniques
Case Presentation Grading Summary**

Student Name: _____

Assignment: 1 2

Criteria	Score	Comments
Preparation (form to turn in, specific and meaningful clip to show, thoughtful questions for the group, etc.) (10 points)		
Openness to Feedback (10 points)		
Skill & Conceptual Discussion (10 points)		
Personal Awareness and Reflection (10 points)		
Quality of Response Evaluations & Alternative Responses in Transcript (30 points)		
Skill Progress (see attached skill evaluation notes) (30 points)		
TOTAL		

Skills Evaluation

3 = Proficient 2 = Satisfactory 1 = Needs Improvement 0 = Inadequate

(See Rubric for detailed grading guidelines)

Criteria	Score	Comments
Opening Session		
Attending & Active Listening		
Reflecting Feeling & Content		
Probing/Questioning		
Use of Silence		
Closing Session		
Relationship Building		
Immediacy		
Therapeutic Challenge/Confrontation		
Case Conceptualization		
TOTAL		

**COUN 5420: Advanced Counseling Techniques
Skills Evaluation Rubric**

Commented [CKC1]: UPDATE RUBRIC IN LIVETEXT!

Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
Opening Session CACREP 2016 2.F.5.d CACREP 2016 2.F.5.f CACREP 2016 2.F.5.j	Opened the session smoothly with appropriate introduction, disclosure and confidentiality statement.	Opened session smoothly. However one element of opening a session is lacking.	Opening of session was awkward (e.g. over use of fillers) and lacked two or more elements.	No clear opening was present at the beginning of the counseling session. No disclosure or confidentiality statement was present.
Attending & Active Listening CACREP 2016 2.F.5.f CACREP 2016 2.F.5.g CACREP 2016 2.F.5.h	Demonstrated appropriate use of non-verbal cues (e.g. effective use of body language, vocal tone, facial expressions & eye contact) & awareness of client's nonverbal cues. Appropriate use of verbal & nonverbal encouragers to demonstrate interest & the ability to follow the client w/understanding of all aspects of communication.	Demonstrated the ability to use attending and active listening skills. However, one or two elements were lacking in proficiency or used inappropriately throughout the session. An over reliance on non-verbal cues was evident.	Attending & active listening skills showed insufficient understanding of aspects of verbal &/or nonverbal communication and/or lacked awareness of client's nonverbal cues; and/or counselor appeared somewhat disconnected from the client at times.	Minimal use of attending & active listening was demonstrated throughout the session. Counselor appeared disconnected. Eye contact, verbal & non-verbal cues were insufficient to demonstrate an understanding of all aspects of communication.
Reflecting Feeling & Content CACREP 2016 2.F.5.f CACREP 2016 2.F.5.g CACREP 2016 2.F.5.h CACREP 2016 2.F.5.j CACREP 2016 2.F.5.l	Demonstrated the ability to effectively communicate empathy by reflecting client's implicit & explicit emotions. Used paraphrasing & summarizing to demonstrate active listening & seek clarification.	Demonstrated the ability to communicate empathy, by reflecting explicit emotions, but lacked the ability to accurately reflect implicit emotions. Demonstrated the ability to reflect content but lack clear and concise expression through clarifying, paraphrasing & summarizing.	Insufficient use of empathetic reflection of client's explicit and/or implicit emotional states. Insufficient use of prompts, paraphrasing, & summarizing to reflect content; and/or reflections lack clarity/conciseness such that they interfere with flow of session.	Minimal use or inappropriate use of reflection of emotions and/or content was demonstrated throughout session. Indicating a lack of understanding of these skills in moving the client forward.
Probing & Questioning CACREP 2016 2.F.5.d CACREP 2016 2.F.5.g CACREP 2016 2.F.5.i	Demonstrated the effective use of purposeful, open-ended questions to keep the session on track and to encourage further communication & understanding of the client's world.	Demonstrated the use of purposeful, open-ended questions to keep session on track and to encourage further communication. However questions lack clarity & conciseness; and/or they did not promote further communication.	Insufficient use of purposeful, open-ended questions. Questions were primarily closed and/or did not keep session on track and/or did not encourage further exploration of the client's world.	Minimal to no use of purposeful, open-ended questions were demonstrated throughout the counseling session, indicating a lack of understanding of these skills in encouraging further communication & understanding of the client's world.
Use of Silence CACREP 2016 2.F.5.g CACREP 2016 2.F.5.h	Allowed appropriate silences and demonstrated the ability to tolerate silence during the counseling session.	Generally demonstrated the ability to tolerate some silence during the counseling session. However, further use of silence as a skill to draw out client is necessary.	Insufficient use of silence as a tool to draw out client and/or inability to tolerate silence was demonstrated throughout the session.	No use of, or tolerance for, silences was demonstrated throughout the session. Counselor demonstrated obvious need to fill silence in inappropriate manner

Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
				that detracted from the counseling process.
Closing Session CACREP 2016 2.F.5.d CACREP 2016 2.F.5.g CACREP 2016 2.F.5.h CACREP 2016 2.F.5.i	Closed the session smoothly with a summary of the session & assessment of client's readiness for closure; set direction for the next session.	Closed session smoothly. However one element of closing a session is lacking.	Closing of session was awkward (e.g. over use of fillers; too lengthy) and lacked two or more elements for closing a session.	No clear closing of the counseling session was present. Closing lacked all required elements for closing a counseling session.
Relationship Building CACREP 2016 2.F.5.d CACREP 2016 2.F.5.f CACREP 2016 2.F.5.g CACREP 2016 2.F.5.h CACREP 2016 2.F.5.i CACREP 2016 2.F.5.j CACREP 2016 2.F.5.l CACREP 2016 2.F.5.m CACREP 2016 2.F.5.n	Demonstrated the ability to effectively develop a working alliance and rapport with the client.	Generally, demonstrated the ability to develop a working alliance and rapport with the client. However, some elements were missing/some relational distance was present at times/or counselor presented as a "friend" and did not maintain professional demeanor throughout the session.	Generally, demonstrated a lack of understanding of the working alliance and building rapport with the client; relational distance was present throughout most of the session, or counselor presented as a "friend" and not as a counseling professional throughout most of the session.	Demonstrated the inability to develop a working alliance and rapport with the client. A lack of understanding of this skill in the counseling process was present throughout the counseling session.
Immediacy CACREP 2016 2.F.5.d CACREP 2016 2.F.5.f CACREP 2016 2.F.5.g CACREP 2016 2.F.5.l	Discussed directly and openly what is going on in the here and now between the client and counselor. Demonstrated appropriate self-disclosure regarding counselor-client relationship. Invited the client to discuss and work on the relationship in session.	Generally, demonstrated an awareness of what was happening in the here and now of session, when out of the session. However, this understanding only occasionally manifested in session through open discussions of the here and now, appropriate self-disclosure, or invitations to work on the relationship.	Demonstrated an incomplete awareness of what was happening in the here and now of session, when out of the session. Rarely used open discussions of the here and now, appropriate self-disclosure, or invitations to work on the relationship.	Demonstrated a lack of awareness of what was happening in the here and now of session, when out of the session. Did not use open discussions of the here and now, appropriate self-disclosure, or invitations to work on the relationship.
Therapeutic Challenge/Confrontation CACREP 2016 2.F.5.d CACREP 2016 2.F.5.g CACREP 2016 2.F.5.h CACREP 2016 2.F.5.n	Demonstrates the ability to challenge clients through verbalizing inconsistencies and discrepancies in the client's words and/or actions in a supportive fashion. Balance of challenge and support.	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words and/or actions in a supportive fashion (can confront, but hesitant). Or was not needed and therefore appropriately not used.	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words and/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words and/or actions in a supportive and caring fashion and/or skill is lacking.
Case Conceptualization CACREP 2016 2.F.5.a CACREP 2016 2.F.5.c CACREP 2016 2.F.5.f	Sophisticated analysis that coherently and succinctly relates how the client's presenting concerns developed and are	Thoughtful analysis that somewhat relates how the client's presenting concerns developed and are maintained.	Misses minor issues related to how the client's presenting concerns developed and are maintained. Not tied to	Misses significant issues related to how the client's presenting concerns developed and are maintained. Not tied to

Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
CACREP 2016 2.F.5.g CACREP 2016 2.F.5.h CACREP 2016 2.F.5.i CACREP 2016 2.F.5.j CACREP 2016 2.F.5.k CACREP 2016 2.F.5.n	maintained. Clearly tied to a counseling theory. Used theory and understanding of client to help direct counseling choices.	Somewhat tied to theory. Demonstrated some use of theory and client understanding to direct counseling choices.	theory. Vague use of theory and client understanding to direct counseling choices.	theory. No use of theory and client understanding to direct counseling choices.