University of North Texas at Dallas
Syllabus

COUN 5660: ADVANCED COUNSELING SKILLS 3Hrs	
Department of Counseling	**School of Behavioral Health and Human Services**

Instructor Name:	Dr. Jamaica Chapple
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Office Hours:	By appointment
Classroom Location: Dal 1 308	
Class Meeting Days & Times:	Wednesday 4:00pm-6:50pm (Section 001-1060)
	Wednesday 7:00pm-9:50pm (Section 002- 1360)

Course Catalog Description:	A competency-based course with experiential emphasis. The student is required to demonstrate proficiency in counseling concepts and techniques before proceeding to COUN 5690.
Prerequisites:	COUN 5680 and 5710 and 12 additional hours in counseling, or consent of department. 3 hours.
Required Texts, Readings, and Tools:	Ivey, A.E., Ivey, M.B., & Zalquett, C. (2018). *Intentional interviewing: Counseling in a Multicultural World*. (MINDTAP through Cengage.com) American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. MINDTAP (Online text and additional skills competency practice work)-we will discsuss. Both the book and additional skills competency work can be purchased as a bundle. One set working headphones or earbuds Microsoft Teams
Recommended Text and	Sommers-Flanagan, J. & Sommers-Flanagan, R. (2014). *Clinical interviewing* (5th ed.).

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

Behavioral Counseling

Goldfried, M. R., & Davison, G. C. (1994). *Clinical behavior therapy* (2nd ed.) New York: John Wiley & Sons.

Kanfer, F. H., & Goldstein, A. P. (Eds.). (1991). *Helping people change* (4th ed.). New York: Pergamon.

Nezu, A., & Nezu, C. (1989). *Clinical decision making in behavior therapy.* Champaign, IL: Research Press.

Spiegler, M. D., & Guevremont, D. C. (2003). *Contemporary behavior therapy* (4th ed.). Belmont, CA: Wadsworth/Thomson Learning.

Thompson, R. A. (1996). *Counseling techniques.* Washington, DC: Accelerated Development. Chapter 10.

Thorpe, G. (1990). *Behavior therapy: Concepts, procedures, and applications.* Allyn & Bacon.

Cognitive Counseling

Beck, A. (1976). *Cognitive therapy and the emotional disorders.* New York: International Universities Press.

Beck, J. (1995). *Cognitive therapy: Basics and beyond.* New York: Guilford.

Burns, D. (1980). *Feeling good: The new mood therapy.* New York: William Morrow.

Burns, D. (1989*). The feeling good handbook: Using the new mood therapy in everyday life.* New York: William Morrow.

Freeman, A., & Dattilio, F.M. (Ed.). (1992). *Comprehensive casebook of cognitive therapy.* New York: Plenum.

Freeman, A., Pretzer, J., Fleming, B., & Simon, K. M. (1990). *Clinical applications of cognitive therapy.* New   York: Plenum.

Freeman, A., Simon, K.M., & Beutler, L.E. (Eds.). (1989). *Comprehensive handbook of cognitive therapy.* New York: Plenum.

Greenberger, D., & Padesky, C. (1995). *Mind over mood.* New York: Guilford.

Kendall, P. C. (Ed.). (1991). *Child and adolescent therapy: Cognitive-behavioral procedures.* New York: Guilford.

Holden, J. (1993). *Cognitive counseling: Student learning module.* Association for Counselor Education and Supervision and Chi Sigma Iota. (Not considered a book.)

Padesky, C., & Greenberger, D. (1995). *Clinician's guide to* Mind over Mood. New York: Guilford.

Salkovskis, P. M. (1996). *Frontiers in cognitive therapy.* New York: Guilford.

Thompson, R. A. (1996). *Counseling techniques.* Washington, DC: Accelerated Development. Chapter 8.

Trower, P. (1988). *Cognitive-behavioural counselling in action.* Newbury Park, CA: Sage.

Gestalt Counseling

Clarkson, P. (1989). *Gestalt counselling in action.* Newbury Park, CA: Sage.

Harmon, R. L. (1989). *Gestalt therapy with groups, couples, sexually dysfunctional men, and dreams.* Springield,   IL: Charles C. Thomas.

Korb, M. P., Gorrell, J., & Van De Riet, V. (1989). *Gestalt therapy: Practice and*

theory. New York: Pergamon.
Passons, W. (1975). *Gestalt approaches in counseling.* New York: Holt, Rinehart, & Winston.
Perls, F. (1976). *The Gestalt approach and eyewitness to therapy.* New York: Bantam.
Smith, E. W. L. (Ed). (1992). *Gestalt voices.* Norwood, NJ: Ablex.

Thompson, R. A. (1996). *Counseling techniques.* Washington, DC: Accelerated Development. Chapter 5.

Individual (Adlerian) Counseling
Dinkmeyer, D. C., Jr., Sperry, L., & Dinkmeyer, D. C. (2000). *Counseling and psychotherapy: An integrated, individual psychology approach.* Englewood Cliffs, NJ: Prentice Hall.

Manaster, G. J., & Corsini, J. F. (1982*). Individual psychology: Theory and practice.* Itasca, IL: F. E. Peacock.

Powers, R. L., & Griffith, J. (1987). *Understanding life-style: The psycho-clarity process.* Chicago, IL: Americas Institute of Adlerian Studies.
Sperry, L., & Carlson, J. (1996). *Psychopathology and psychotherapy: From DSM-IV diagnosis to treatment* (2nd ed.). New York: Taylor & Francis.
Sweeney, T. J. (1998). *Adlerian counseling: A practitioner's approach.* New York: Hemisphere.
Watts, R. E., & Carlson, J. (1999). *Interventions and strategies in counseling and psychotherapy.* Philadelphia: Accelerated Development.

Person-Centered Counseling
Kirschenbaum, H., & Henderson, V. L. (Eds.). (1989). *The Carl Rogers reader.* Boston: Houghton Mifflin.
Mearns, D. (1988). *Person-centered counselling in action.* Newbury Park, CA: Sage.
Rogers, C. (1951). *Client-centered therapy.* Boston: Houghton Mifflin.
Rogers, C. (1986). Client-centered therapy. In I. Kutash & A. Wolk (eds.), *Psychotherapist's casebook: Theory and technique in practice.* San Francisco: Jossey-Bass.
Thompson, R. A. (1996). *Counseling techniques.* Washington, DC: Accelerated Development. Chapter 11.

Rational-Emotive Behavior Therapy
Bernard, M. E. (Ed.). (1991). *Using rational-emotive therapy effectively: A practitioner's guide.* New York: Plenum.
Dryden, W., & DiGiuseppe, R. (1990). *A primer on rational-emotive therapy.* Champaign, IL: Research Press.
Dryden, W. (1990). *Rational-emotive counselling in action.* Newbury Park, CA: Sage.
Ellis, A., & Dryden, W. (1990). *The essential Albert Ellis: Seminal writings in psychotherapy.* New York: Springer.
Ellis, A., & Grieger, R. (1977). *Handbook of rational-emotive therapy.* New York: Springer.
McMullen, R. E. (2000). *The new handbook of cognitive therapy techniques* (rev. ed.) New York: W. W. Norton. Thompson, R. A. (1996). *Counseling techniques.*

	Washington, DC: Accelerated Development. Chapter 9.
	Walen, S. R., DiGiuseppe, R., & Dryden, W. (1992). *A practitioner's guide to rational-emotive therapy* (2nd ed.). New York: Oxford University Press.
	Yankura, J., & Dryden, W. (1990). *Doing RET: Albert Ellis in action.* New York: Springer
	Reality Therapy
	Glasser, W. (1999). *Choice theory: A new psychology of personal freedom.* New York: HarperCollins.
	Glasser, W. (2000). *Reality therapy in action.* New York: HarperCollins.
	Glasser, W. (2001). *Counseling with choice theory: The new reality therapy.* New York: HarperCollins.
	Additional Recommended Texts
	Dumont, F., & Corsini, R. J. (Eds.). (2000). *Six therapists and one client* (2nd ed.). New York: Springer. (Read the relevant chapter.)
	Wedding, D., & Corsini, R. J. (Eds.). (1995). *Case studies in psychotherapy.* Itasca, IL: F. E. Peacock. (Read the relevant chapter.)
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview:
The goal of this course is as follows:
Each student will integrate and apply the knowledge and techniques from previous counseling coursework to identify one's guiding theory of counseling and begin applying it in the process of counseling a peer, thereby ensuring competence in, and facilitating maximal performance in, COUN 5690 Practicum in Counseling.

Core Curricular Experiences – Student learning Objectives	CACREP 2024 Standards	Measures/ Assignments
1. Demonstrate ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	3.E.6	3 skills video recordings
2. Demonstrate counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	3.E.8	Personal Characteristics Checklist

3. Demonstrate interviewing, attending, and listening skills in the counseling process	3.E.9	3 skills video recordings
4. Demonstrate goal consensus and collaborative decision-making in the counseling process	3.E.12	3 skills video recordings
5. Demonstrate development of measurable outcomes for client	3.E.14	3 skills video recordings Advanced Theory/Skills Client Conceptualization and Treatment Plan paper
6. Demonstrate evidence-based counseling strategies and techniques for prevention and intervention.	3.E.15	3 skills video recordings Advanced Theory/Skills Client Conceptualization and Treatment Plan paper
7. Demonstrate record-keeping and documentation skills	3.E.16	Video Recordings Section D: SOAP
8. Discuss a personal model of counseling grounded in theory and research. (Identify a guiding theory of counseling; explain its principles, both orally and in writing; enact its techniques in counseling sessions; and explain both orally and in writing how clients are conceptualized from the perspective of the guiding theory, including systemic and diversity considerations. Choose from Adlerian, Person-Centered, Gestalt, Behavioral, Cognitive, REBT, RealityTherapy, or an approved Post-Modern approach).	3.E.21	Counseling Theory and Professional Growth paper; Advanced Theory/Skills Client Conceptualization and Treatment Plan paper

Note: This course has three **Key Performance Indicators (KPI).**
KPI 5a.1 "Apply invitational, attending, and influencing skills to develop relationships with clients" is measured by the professor who will use the GoReact rubric to rate your Video Recording 3.
KPI 5b.2 "Conceptualize client experiences and counseling implications through the lens of an established counseling theory" is measured by the professor who will use the rubric below to rate your Advanced Counseling Client Conceptualization and Treatment Plan Paper.
KPI Disposition 2 "Consistently demonstrate personal characteristics reflecting a professional counselor" is measured by the professor who will use the Personal Characteristics Checklist.

Students must earn 80% or better on all three KPI to pass the course in addition to an overall 80% or better on course work.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor via e-mail, CANVAS, and/or orally in class.

Date	Topics & Activities	SLO	Assignments Due ("text" below refers to Allen Ivey's book, "Intentional Interviewing" (2018)
08/27 Week 1	• Orientation to Advanced Skills • Counselor Characteristics (PCC) and Effective Strategies (GoReact Rubric) • Professional Disclosure Statements & Informed Consent • Confidentiality & Recording on Teams • 1st session information • Listening skills	1	Practice Skills **Read text: Chap. 1 (Microskills and Cultural Intentionality) and 2 (Ethics, Informed Consent)**
09/03 Week 2	• Attending skills • Supervision Groups (feedback on Basic Listening Skills Tape) • **SOAP Notes Explanation** • Practice writing SOAP note for Basic Listening Skills Tape • Theory Choice Discussion (What Do I Believe) • Practice Opening Session with In-class partners • Student Presentation assignments	2, 3, 4, 5, 7, 8	Practice Skills **Read text: Chap. 3 (Listening, Attending and Empathy Skills)**
03/10 Week 3	• Questions & active listening • Goal consensus & collaboration • Group Supervision • Record Client Session 1 • Student Presentations	1-8	Practice Skills **Read text: Chap. 4 & 5 (Observation Skills and Questions)**
09/17 Week 4	• Encourage, Paraphrase, Summarize • Group Supervision • Record Client Session 2 • Student Presentations	1-8	Practice Skills **Read text: Chap. 6 (Encouraging, Paraphrasing, & Summarizing)** **Basic Skills due**
09/24 Week 5	• Reflecting Feelings • Group Supervision • Record Client Session 3 • Student Presentations	1-8	Practice Skills **Read text: Chap. 7 (Reflecting Feelings)**

10/01 Week 6	• Deeper Listening • Group Supervision • Record Client Session 4 • Student Presentations	1-8	Practice Skills **Read text: Chap. 8 (5 Stages & Listening** **during the Interview)**
10/08 Week 7	• Focusing • Group Supervision • Record Client Session 5	1-8	Practice Skills **Read text: Chap. 9 (Focusing)**
10/15 Week 8	• Empathic Confrontation • Skills Practice	1-8	Practice Skills **Read text: Chap. 10 (Empathic Confrontation) Transcribe Video #2 due**
10/22 Week 9	• Self Disclosure & Immediacy to Influence Client Actions • Treatment Planning • Measurable Outcomes	1-8	Practice Skills **Read text: Chap. 11 (Reflection of Meaning and Reframing) and 13 (Treatment Plans) Counseling Theory PaperDue**
10/29 Week 10	• Crisis Assessment and Trauma Informed Care	1-8	Practice Skills **Read text: Chap. 12 (Building Resilience & Managing Stress)**
11/05 Week 11	• Suicidal Ideation Assessment and Intervention	1-8	Practice Skills **Read text: Chap. 13 (Integrating Theory and Practice)**
11/12 Week 12	• Reflecting Meaning • Group Supervision • Record Client Session 6 • Student Presentations	1-8	Practice Skills **Read text: Chap. 14 (Skill Integration) Transcribed Video #3 Due**
11/19 Week 13	• Personal Style • Group Supervision • Record Client Session 7 • Student Presentations	1-8	Practice Skills **Read text: Chap 14 (Personal style)** **KPI 5b.2 Advanced Theory Paper, Case Conceptualization and Treatment Plan DUE**
11/26 Week 14	• Group Supervision • Record Client Session 8 • Student Presentations	1-8	Practice Skills **CASE Presentations**
12/03 Week 15	• Group Supervision • Student Presentations	1-8	Individual Evaluations Begin

12/10 Week 16	• Group Supervision • Student Presentations	1-8	**All MINDTAP Work Due** **PCPE Due in CANVAS by 12/5**
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STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

1. **Attendance and active participation** are a necessary and vital part of the course. Active participation includes attending each class session, completing reading assignments prior to class sessions, and participating in peer observation and peer counseling, and contributing substantive feedback. Absence from class and/or nonparticipation will result in grade reduction. More than two absences (or more than 5 class hours missed) will result in your final grade being reduced one grade level. More than three absences will require you to repeat this course for credit. Being late to class or leaving class early will result in grade reduction. Participation includes the ability of the student to interact with the professor and peers in a professional and respectful manner. This is a counseling class where you will be learning how to demonstrate listening skills and professional relationship building skills, electronic devices (lap tops, notebooks, Smartphones) will not be used in class as this disrupts the counseling relationship. This device will need to be turned off and put away during class time.

2. **Video recordings**. (100 points for each of the three). Video recordings of practice sessions will be made outside of class. Videos will be recorded using Microsoft Teams. These video recordings will be reviewed in class for feedback. STUDENTS ARE RESPONSIBLE FOR BRINGING A VIDEOTAPED PRACTICE SESSION TO EACH CLASS TO BE REVIEWED FOR FEEDBACK.

   As described below, students will submit three (3) of their video recordings and related documents as follows: (A) Select a video recorded on Teams that will be evaluated, (B) Complete a GoReact form for the selected session and transcribe examples of skills, (C) Complete a one page Self Evaluation for the session, and (D) Complete SOAP documentation for each session. Documents should be submitted on Canvas.

   A. **Video Recording** of session using Teams. (100 points each for 3 videos and documentation)
      Session requirements for each recording: RECORDINGS MUST BE AUDIBLE. Inaudible recordings will be returned un-graded and will need to be redone.

      Session requirements for each tape:
      Video 1 - Baseline tape approximately 15 minutes demonstrating informed consent and your current Inventational Skills and Attending Skills as listed on the GoReact Rubric for Counseling Skills posted in the Canvas course module. You may only ask 3 questions. If you ask more than 3 questions, you must provide an alternative response for each question over 3. You should not be trying to change anything for your client yet so do not use influencing skills yet!
      Video 2 – Demonstrate Invitational Skills, Attending Skills, Immediacy, and Reflecting Meaning as listed on the GoReact rubric.
      Video 3 – Demonstrate Invitational Skills, Attending Skills, and Influencing Skills as listed on the GoReact rubric.

      Professor will use the Go React Rubric to grade the video. Scores will be averaged. See video rubric below for overall assignment scoring. This part is **KPI 5a.1.**

B. **GoReact Rubric and Transcription** completed by student
> • <u>Transcribe specific examples of each skill as demonstrated on the recording with the time on the tape noted next to each example, and</u>
> • <u>identify any missed opportunities to provide an intervention for each skill</u>

C. **Self Evaluation**

> In a one page summary, describe at least 2 strengths you showed in your session and 2 areas for growth. Then give 3 better responses by stating what the client said, what you actually said, what would have been better for you to say, and why it would have been better based on theoretical concepts from your guiding theory. The format for one better response is:
>
> **Client**: "I am a loser. I made an F on the test."
> **Counselor**: "So you are saying you are a loser."
> **Better Response**: "You are feeling discouraged and believe you are a loser just because of your F."
> **Rationale**: Person Centered counselors reflect feelings and beliefs to increase self awareness and promote self actualizing potential."

D. **Documentation of Session:**

> Utilizing the below format please construct a 1 page SOAP documentation of your session capturing the information below. Also, transcribe 10 consecutive minutes of the session being submitted for grading.
>
> **SOAP Format**:
>
> **Subjective**: What concern or Presenting Problem does the client discuss? What are the client's experiences, emotions, beliefs, and cognitive patterns about the concern. Give direct quotes of how the client describes the concern. What interpersonal patterns with friends, family, coworkers is the client reporting?
>
> **Objective**: What did you objectively observe? This can include observable behaviors, nonverbal expressions, gestures, postures, mood, affect, Mental Status mesaures, assessment results, and factual reports.
>
> **Assessment**: From your theoretical perspective, explain your analysis of the subjective and objective information. Use theoretical concepts to explain what is occuring. For example, start with "From a Cognitive therapy perspective, the client is . . . ." Is there a clinical theme or evidence of diagnostic criteria? Is the client making progress or no progress on treatment goals?
>
> **Plan**: What things did the client commit to work on, if any? What does the client need? What will the focus be for the next session? What are next steps that you will take to help the client?

Video Recordings Rubric

Criteria	Does Not Meet Criteria	Approaches Criteria	Meets Criteria	Exceeds Criteria
1. **Effective Use of Skills as Determined by Professor using the GoReact Rubric (KPI 5a.1)**	Demonstrates minimal effectiveness in communication, relationship-building, personalization, and professional skills and struggles to apply skills consistently. GoReact average is below 3. (12 or less pt)	Shows some effectiveness in using skills but lacks consistency. Demonstrates moderate proficiency. GoReact average is at least 3. (14 pts)	Consistently applies communication, relationship, personalization, and professional skills effectively. Demonstrates a high level of proficiency. GoReact average is 3.5 to 3.9. (16 pts)	Exemplifies exceptional mastery in using skills and sets a standard for excellence. GoReact average is 4 or above. (20 pts)
2. **Openness to Feedback and Growth**	Lacks openness and resists feedback - views training as a mere requirement (12 or less pt)	Accepts feedback with some reluctance. (14 pts)	Embraces feedback and actively seeks growth opportunities. Recognizes training as a valuable learning experience. (16 pts)	Actively seeks and appreciates feedback. Views training as a transformative growth opportunity. (20 pts)
3. **GoReact Rubric Completed by Student and Transcription Demonstrating Skills**	GoReact is missing information. There is no transcription, or it is not accurate. (12 or less pt)	Accurately completed GoReact but transcribed segments are minimal. Missed opportunities are not identified accurately. (14 pts)	Accurately completed GoReact with transcribed segments demonstrating some skills. Missed opportunities are accurately noted. (16 pts)	Accurately completed GoReact with transcribed segments demonstrating all skills. Missed opportunities are accurately noted. (20 pts)
4. **Self-Evaluation**	Superficial attempt or inaccurate at identifying strengths, areas for growth, and better responses. (12 or less pt)	Accurately identifies own strengths but not areas for growth. Better responses are not consistent with theoretical concepts. (14 pts)	Accurately identifies own strengths and areas for growth but better responses are not consistent with theoretical concepts. (16 pts)	Accurately identifies own strengths, areas for growth, and better responses using theoretical concepts. (20 pts)
5. **SOAP Documentation**	SOAP is not accurate. (12 or less pt)	SOAP is not accurate in some places. (14 pts)	SOAP is accurate but not in depth. (16 pts)	SOAP is well developed demonstrating in-depth understanding of client and theory. (20 pts)

3. Counseling Theory and Professional Growth Paper (280 points):
This 8 to 10 page (excluding title page and references), double spaced paper should be based on your selected theory of counseling. Your purpose is to clarify your own views in terms of the theory and to defend your theory to the reader. The paper should follow APA format and include a minimum of 5 outside references. You may use your textbook as a reference for your paper. Use existing theory for the basis of this discussion. Discuss how your theory has helped your counseling skills develop. Give examples of how you incorporated your theory into your sessions thus far. Discuss how your theoretical techniques could be improved in your sessions. How does your theoretical choice help give your sessions direction? How do you plan to utilize your theory in future sessions? How does your theory reflect your personal and professional values? What is your short term plan for developing your counseling skills in terms of your theoretical perspective?

Counseling Theory and Professional Growth Rubric

Criteria	Does Not Meet Criteria	Approaches Criteria	Meets Criteria	Exceeds Criteria
1. **Integration of Theory and Self-Analysis**	Lacks self-analysis related to the chosen theory. - Fails to connect theory to personal counseling skills development. No examples of theory application in counseling sessions. (30 pts or less)	Minimal self-analysis related to the chosen theory. Partially connects theory to personal counseling skills development. Offers limited examples of theory application in counseling sessions. (35 pts)	Demonstrates self-awareness regarding the chosen theory's impact on counseling skills development. Clearly connects theory to personal growth. Provides specific examples of theory application in counseling sessions. (40 pts)	Reflects deep self-reflection on the theory's influence on counseling skills development. Articulates a deep understanding of personal growth through theory application and integration in counseling sessions. (50 pts)
2. **Improvement of Theoretical Techniques**	Does not discuss potential improvements in theoretical techniques. (30 pts or less)	Briefly describes areas for improvement in theoretical techniques but lacks depth or specificity. (35 pts)	Clearly discusses how theoretical techniques could be enhanced in counseling sessions and provides concrete suggestions for improvement. (40 pts)	Provides theoretical techniques and proposes innovative strategies for enhancing theory-based interventions. (50 pts)
3. **Direction in Counseling Sessions**	Fails to address how theoretical choice guides counseling sessions. (30 pts or less)	Minimally acknowledges the role of the theoretical choice in session direction - lacks elaboration. (35 pts)	Clearly explains how the theoretical choice informs session direction and provides specific examples. (40 pts)	Provides a comprehensive understanding of how the theoretical choice shapes session goals, strategies, and outcomes.

				(50 pts)
4. **Future Utilization of Theory**	Does not discuss plans for utilizing the theory in future sessions. (30 pts or less)	Briefly mentions intentions to use the theory in future sessions with no specifics. (35 pts)	Outlines practical strategies for incorporating the theory into future counseling work. (40 pts)	Provides a comprehensive and strategic plan for ongoing theory utilization in future sessions. (50 pts)
5. **Alignment with Personal and Professional Values**	No discussion of how the theory reflects personal and professional values. (30 pts)	Superficially touches on alignment with values. (35 pts)	Clear exploration on how the theory aligns with personal and professional values. (40 pts)	Provides an insightful examination of the congruence between theory and values. (50 pts)
6. **APA Format**	Major deviations from APA format (e.g., missing cover page, incorrect citations and references, inconsistent formatting). (18 or less pts)	Some adherence to APA format, but with more than 6 errors. (21 pts)	Mostly follows APA guidelines with no more than 4 errors. (24 pt)	Accurately cites and references professional literature. Strictly adheres to APA format – no more than 3 errors. (30 pts)

4. **Advanced Theory/Skill PowerPoint Presentation (100 pts)**: Conduct a 15 minute presentation in class explicating an advanced understanding of your theory as well as demonstrating an advanced counseling skill. Dress in professional business attire. Distribute hand-out copies of PowerPoint for professor and one for each classmate before you begin your presentation. Make sure each slide on the handout is legible before you print the entire job. Remember- less text is more! Use your chosen book and at least three current (within past 6 years) journal articles. A rubric for this assignment is located at the end of this syllabus. Include major areas of theory such as brief bio of founder of theory, aim/purpose, view of pathology, techniques, common language used in theory/theoretical constructs, research support, process, multicultural implications, limitations, and personal reaction to theory (be critical). The presenter must logically and clearly connect the theory to his/her abilities/interests/background. This presentation must demonstrate an advanced understanding of the chosen theory and demonstrate associated advanced skill(s). Also, include a brief demonstration of an advanced skill. For example, if covering Gestalt, you may want to do a live 10 minute empty chair technique with a "client" in front of the class. The demonstration cannot be scripted and memorized beforehand, but must flow naturally.

Rubric for Advanced Skill Theory PowerPoint Presentation

Criteria	Does Not Meet Criteria	Approaches Criteria	Meets Criteria	Exceeds Criteria
1. **Theory Understanding**	Demonstrates minimal understanding of the chosen theory. Fails to connect theory to personal abilities/interests/background. (12 pts or less)	Shows basic comprehension of the theory but lacks depth. Makes some connections to personal context. (14 pts)	Demonstrates a solid understanding of the theory, covering major areas. Connects theory to personal abilities/interests/background. (16 pts)	Demonstrates exceptional grasp of the theory and connection to personal context. (20 pts)
2. **Presentation Structure**	Lacks logical flow and coherence. Disorganized or unclear structure. (12 pts or less)	Presents with some coherence but lacks adequate organization. (14 pts)	Presents with clear structure and logical flow. Transitions are smooth. (16 pts)	Delivers a highly organized and engaging presentation. Demonstrates exceptional clarity. (20 pts)
3. **Content Depth**	Superficial treatment of theory areas. Minimal depth in each section. (12 pts or less)	Covers theory areas with moderate depth. Provides basic insights. (14 pts)	Elaborates on theory areas with depth and analysis and offers substantial explanations. (16 pts)	Explores theory areas with exceptional depth and originality. Provides relevant examples. (20 pts)
4. **Visual Presentation**	Inadequate use of visuals (e.g., too much text, cluttered slides). (12 pts or less)	Uses visuals but lacks clarity or creativity. (14 pts)	Utilizes clear and concise visuals. (16 pts)	Creates visually appealing and impactful slides. (20 pts)
5. **Research Integration**	Fails to incorporate at least three current journal articles. Lacks proper citations. (12 pts or less)	Includes some relevant sources but falls short of the required number. Citations are inconsistent. (14 pts)	Effectively integrates at least three current journal articles. Provides accurate and consistent citations. (16 pts)	Skillfully incorporates a wide range of high-quality sources. Demonstrates exceptional research skills. (20 pts)

5. Advanced Theory/Skill Client Conceptualization & Treatment Plan Paper (KPI 5b.2): (**200 points**)

Use your chosen theory of counseling covered in this course to write an advanced, descriptive case conceptualization and recommend an effective treatment program for your client. Be as descriptive as possible to elucidate the person's mental state and personality from your theoretical lens. Avoid making any moral judgments of the person. Present the person as clearly as possible using the language from your theory (must demonstrate advanced comprehension). After your description, put together what might be an effective treatment program for him or her. Write it so that the reader will get an objective sense of the client's internal and external make-up from your theoretical perspective. Follow the provided outline and <u>LABEL EACH SECTION</u> according to the outline (use them as your subheadings). Follow APA format carefully. The body of the paper should be 12-15 double-spaced (Times New Roman 12 pt. font) pages in length. Any papers past 15 pages (not including references) will not be graded and returned to student. **Conceptualize the client's behavior, feelings, thought patterns, interactions, and reactions from <u>your chosen theoretical perspective</u>**. If there is information you do not know or could not ascertain, then create it (make it up) based upon your analysis of the individual and what you believe the information could be. At least 8-10 current journal articles should be used to support the lit review section of your paper. The following outline should be followed and listed clearly within the paper:

A. **Introduction:** Brief 1 paragraph stating the purpose of the paper and outlining the contents

B. **Client's Background Information**: Client's gender, age, ethnic background, physical characteristics, socioeconomic status, state of physical health, education, brief job history, family of origin and status of relationships, etc. (make up whatever you can't find out).

C. **Literature Review of Your Chosen Theory**: Provide a literature review on your theory's view of human nature, maladjustment, treatment goals and roles, and treatment strategies. (Cite and reference a**t least 8-10 current, peer-reviewed journal articles, seminal books written by the original theorist, and your book for class**). The literature review section should be 3-5 pages in length.

D. **Description of the Client's Presenting Problem**.
   1. Client's Presenting Problem
   - Describe the client's presenting problem of concern. Does the family, if involved, identify a problem as well? What is your analysis of the client's stated concern?

   2. Behavioral Description (What is client doing?)
   - What observable behaviors contribute to the problem?

- What is your analysis of the client's overt behaviors?

    3. *Cognitive Patterns* (What is client thinking?)
- What irrational beliefs does the client hold in regard to (1) self, (2) people, (3) problems and (4) life in general?
- What is your analysis of the client's cognitions?

    4. *Affective Manifestations* (What is client feeling?)
 - What emotions does the person report experiencing (when, where, how, what intensity)?
-What is your analysis of these emotions?

    5. *Interpersonal Patterns* (How do they get along with peers, family, friends, enemies?)
- How does this person interact with and relate to others to include family, friends, social and/or business environments? Conflicts?

 E. **Applied Theoretical Conceptualization** (this section should be around 3 pages in length) From you theoretical perspective, explain your client's human nature, reason for maladjustment, the therapy goals and roles, and treatment strategies that need to be utilized to resolve this client's problem or concern.

 F. **Design a treatment plan** (based on your theoretical perspective that includes the following)
1. 2-3 Measurable Outcome Goals of treatment with a specific timeline (clear, attainable, specific, and behavioral)
2. 2-3 Specific advanced skills and the rational for choosing the specific interventions to work with the client on specific issues

 G. **Conclusion**
    This is a brief closing paragraph summarizing the paper. Make it taut and compelling.

Advanced Theory Skill Case Conceptualization & Treatment Plan Paper Rubric (KPI 5b.2)

Criteria	Does Not Meet Criteria	Approaches Criteria	Meets Criteria	Exceeds Criteria
A. Introduction	No introduction or inaccurate. (0-3 pts)	Introduction states purpose and outline but does not have a clear and logical flow.	Introduction states purpose and outline but does not have a	Introduction has a clear and logical flow. The purpose and outline of paper are stated.

		(3-6 pts)	clear and logical flow. (6-8 pts)	(8-10 pts)
B. General Background Information	General information is not clear or complete. (0-3 pts)	General information is somewhat complete but not clear. (4-6 pts)	General information is complete but not clear. (7-8 pts)	General information is clear and complete. (9-10 pts)
C. Lit Review on Theory and references	Fails to use 8-10 current journal articles for the lit review and lacks proper citations. Missing many key concepts and clear and logical flow. (0-20 pts)	Uses some relevant sources but falls short of the required number. Citations are inconsistent. Some concepts are not accurate. Missing clear and logical flow (30 pts)	Incorporates 6-7 current journal articles effectively. Provides accurate and consistent citations. Concepts are accurate but not always clear with a logical flow. (40 pts)	Incorporates 8-10 current journal articles and skillfully integrates a wide range sources. Demonstrates exceptional research skills. Concepts are accurate, clear, and have a logical flow. (50 pts)
D. Description of Client's Presenting Problem	Description of presenting problem including client's explanation of problem, behavior, cognitions, affect, and interpersonal patterns is NOT clear, logical, or complete in most places. (0-13 pts)	Description of presenting problem including client's explanation of problem, behavior, cognitions, affect, and interpersonal patterns is not clear, logical, or complete in some places. (16 pts)	Description of presenting problem including client's explanation of problem, behavior, cognitions, affect, and interpersonal patterns is complete but not always clear and logical. (24 pts)	Complete clear and logical description of presenting problem including client's explanation of problem, behavior, cognitions, affect, and interpersonal patterns. (30 pts)
E. Applied Theoretical Conceptualization	Fails to apply the chosen theory effectively. Demonstrates minimal comprehension of theory-specific language. (0-29 pts)	Partially applies the theory but lacks depth or precision. Shows basic comprehension of theory-specific terms. (30 pts)	Applies the theory competently, using relevant language and concepts. Demonstrates advanced comprehension. (40 pts)	Expertly applies the theory, with clear understanding and appropriate use of theory-specific terminology. (50 pts)
F. Treatment Plan	Fails to recommend an effective treatment plan. (0-13 pts)	Suggests a treatment plan but lacks depth. Provides basic recommendations. (14 pts)	Develops a clear and relevant treatment plan based on theory. Includes specific interventions.	Provides an innovative and comprehensive treatment plan that aligns with the theory and

			(24 pts)	proposes advanced interventions. (30 pts)
G. Conclusion	No conclusion or inaccurate. (0-3 pts)	Conclusion is not clear and logical. (4-6 pts)	Clear and logical conclusion but not stated in a positive manner. (7-8 pts)	Clear and logical conclusion stated in a positive manner. (9-10 pts)
H. APA Format	Major deviations from APA format (e.g., missing cover page, incorrect citations and references, inconsistent formatting). (0-3 pts)	Some adherence to APA format, but with more than 6 errors. (4-6 pts)	Mostly follows APA guidelines with no more than 4 errors. (7-8 pts).	Strictly adheres to APA format – no more than 3 errors in grammar, spelling, formatting, citations, or references. (9-10 pts)

6. Final Self-Evaluation Paper (100 points): The final paper will encompass your experiences in sessions with your peers and overall in this class. You should discuss the following areas in approximately 4-6 double-spaced and typed pages with each area delineated by a heading in your paper. Papers should be in APA format including complete cover page, page headers and numbering, headings, and double-spacing.

a. Discuss in a specific and concrete manner your current strengths.
b. Discuss in a specific and concrete manner the progress you have made in the development of counseling skills. Discuss in a specific and concrete manner your current areas in need of improvement.
c. Describe and discuss areas of personal/professional growth and awareness. What insights have you gained regarding your counseling skills, personal characteristics, or interpersonal relationships and how might these enhance your skills as a counselor?
d. What are some of your personal values that might affect your ability to work with specific populations?
e. Develop a plan that addresses your professional development needs.

Final Self- Evaluation Rubric

Criteria	Does Not Meet Criteria	Approaches Criteria	Meets Criteria	Exceeds Criteria
A. Strengths	Fails to identify current strengths. (0-12 pts)	Briefly mentions a few strengths without elaboration. (14 pts)	Clearly identifies specific and concrete strengths related to counseling experiences. (16 pts)	Discusses strengths related to counseling experience with depth and self-awareness. (20 pts)

B. Progress in Counseling Skills and Areas Needing Improvement	Does not discuss progress in skill development and no discussion of areas needing improvement. (0-12 pts)	Briefly discusses progress without specifics. (14 pts)	Describes progress made in developing counseling skills and provides examples and clearly identifies specific areas in need of improvement. (16 pts)	Reflects on significant growth and improvement in counseling skills and analyzes areas for growth with depth and self-reflection. (20 pts)
C. Personal/Professional Growth	Lacks discussion of personal/professional growth. (0-12 pts)	Briefly touches on growth without depth. (14 pts)	Describes personal insights related to counseling skills and self-awareness. (16 pts)	Provides detailed reflections on personal growth and awareness and relates insights to future practice. (20 pts)
D. Values and Populations	Does not address personal values or their impact on working with specific populations. (0-12 pts)	Briefly mentions values without elaboration. (14 pts)	Clearly discusses personal values and their relevance to working with specific populations. (16 pts)	Analyzes personal values and insights with cultural competence. (20 pts)
E. Professional Development Plan	Does not provide a plan for professional growth. (0-12 pts)	Briefly outlines general intentions but no specifics. (14 pts)	Describes a practical plan addressing professional development needs. (16 pts)	Provides a comprehensive and strategic plan for ongoing growth. (20 pts)
APA Format	Major deviations from APA format (e.g., missing cover page, incorrect citations and references, inconsistent formatting). (-5 pts)	Some adherence to APA format, but with more than 6 errors. (-3 pts)	Mostly follows APA guidelines with no more than 3 errors. (-1pt)	Strictly adheres to APA format – no more than 2 errors. (- 0 pts)

7. **MindTap Work (20 pts.)**-Each week you will engage in MindTap exercises to increase skills, awareness, and education regarding clinical practice. There will be an opportunity to engage in a reflection exercise for each week. Please ensure that you are completing all Mindtap work prior to the start of class each week. You will be able to track your growth/knowledge/confidence in your theory and advanced skills from the beginning of the semester until the end of the semester. How have you changed? These are professional academic exercises in critical reflectivity to assist you in metacognitive processes required in mastering advanced counseling skills.

8. **Personal Characteristics Checklist (KPI Disposition Time 2)** (No point value**).** Instructor will evaluate each student's behavior and attitude throughout the semester using the Personal Characteristics Checklist. As indicated in the Masters Student Handbook, students must score a 3 or 4 in all areas in order to progress to practicum.

Grading Matrix

Instrument	Value (points)	Total
3 Video Recordings, CSS, Self Evaluations, & SOAP	100 pts. x 3	300
Counseling Theory and Professional Growth Paper (KPI)	280	280
Advanced Theory/Skill Presentation	100	100
Advanced Theory Case Conceptualization & Treatment Paper	200	200
Final Self-Evaluation Paper	100	100
MindTap	100	100
TOTAL POSSIBLE		1080

FINAL Grade Determination:
A = 90% (900-1080)
B = 80% (800-899)
C = 70% (700-799)
D = 60% (600-699)
F = Below 60% (Below 600)

Professional Liability Insurance

Professional liability insurance is provided by the university. Copies of the liability insurance certificate can be requested through by emailing the Counseling Program chair – Dr. Bore at samuel.bore@untdallas.edu

Paper Format Guidelines
Unless otherwise indicated, **all** assignments should be written in accordance with APA style 7th Edition. Specifically, assignments should:
- Contain an APA-style cover page (abstracts are not required)
- Be typed, double-spaced, with 1" margins, and in 12-point Times New Roman Font
- Contain citations and references formatted according to the *APA Publication Manual* (7th

ed.) guidelines
- Adhere to page length, formatting, and content required by instructor
- Demonstrate the student's professional writing (correct sentence format, spelling, grammar, and organization). Proof read and please don't be afraid to seek assistance from our UNTD writing center!

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. **Late papers** will have a 10% deduction per day late. Students must notify the instructor with an explanation if their work will be late. No late submissions are allowed for final papers, discussion boards, and quizzes.

Web-based Plagiarism Detection: All papers will be turned in through Turnitin software which detects plagiarism and the use of AI. Artificial Intelligence programs, such as Chat GPT, are prohibited for content production. Content in this course is private, sensitive, or copyrighted and should never be entered into a chatbot. If a student is suspected of or reported for not following this policy, the consequences will be handled in accordance with the University's policies and procedures of Academic Integrity.

One of the key objectives of this course is to assess a student's ability to articulate their thoughts and ideas in their genuine voice, as opposed to relying on automated systems. This requirement aligns with the principles of counseling, where the ability to communicate authentically is paramount. Just as in a counseling session, where one must rely solely on their own communication skills, students are expected to express themselves without the assistance of AI tools in this academic setting.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas at Dallas makes reasonable academic accommodations for students with disabilities. Students seeking accommodations must first register with the Disabilities Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delays in implementation. Note that a student must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letter during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu on the first floor of the Student Center.

Canvas Instructure Accessibility Statement:
University of North Texas at Dallas is committed to ensuring that online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. The Canvas Instructure Accessibility Statement is provided at https://www.canvaslms.com/accessibility.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

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 UNT Dallas Academic Integrity Policy in the appropriate Catalog at http://dallascatalog.unt.edu.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Do NOT use Artificial Intelligence (AI) except for editing.

Web-based Plagiarism Detection: Please be aware in this course, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and 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's Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNTD Policy 7.001 found at https://www.untdallas.edu/hr/upol).

Classroom Disruption:

Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absent for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (UNTD Policy 7.001 found at https://www.untdallas.edu/hr/upol**)** describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Course Evaluations:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester via your campus email, providing you a chance to comment on how this class is taught. I will not have access to the results of the evaluations until after final grades have posted. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Bad Weather Policy:

Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards

exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to http://www.untdallas.edu/police/resources/notifications.

Inclement Weather and Online Classes:

Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

<u>Course Guidelines:</u>

Technology Assistance:

In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

 If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Student Assistance (Distance Learning) at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- UNT Dallas Canvas Technical Requirements

- Canvas Instructure Supported & Unsupported Operating Systems