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HDCN 6305.001
Advanced Counseling Methods: Individual
Advanced Skills
Syllabus and Flexible Calendar
Spring Term 2014

I. Goals of the course: Students will be able to demonstrate basic and advanced counseling skills, techniques, and professional ethics.

II. Course content/Methods of instruction: The course content is both didactic and experiential with an emphasis on the enactment of advanced counseling skills, use of a consistent theoretical orientation and professional ethics; class content may include a combination of didactic instruction, live demonstration, media, review of research, and experiential techniques.

III. Required texts, readings, and tools:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (there have been 4 reprintings of this volume, due to high sales; make sure yours is the 2nd, 3rd, or 4th printing only)
- **Required readings and class materials are available in your CNP (Classnotes Packet) and also on Blackboard. The Classnotes Packet is required for this course and is available for purchase from SMU's Counseling Program. The Counseling Program has elected to sell these manuals for the actual printing cost of $15. Supplemental materials, additional handouts, required readings, and any powerpoints to class lessons will be provided as needed. Print off powerpoints and required readings as necessary for use in class discussions.**
- **Minimum 10 DVD-R discs (NOT DVD+R).**

Recommended texts:

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

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

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

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

It is your responsibility to locate any necessary resources or theory books in a timely fashion; SMU Library may carry certain books, but cannot order every one. You may certainly research resources through the SMU online catalog, order loaned books through Illiad and the main campus, or access or rent e-books online.

IV. SACS Learning Objectives:

The student will:

A. Be able to demonstrate basic counseling skills and the following advanced counseling skills: consistent use of theoretical orientation; theoretically consistent counseling strategies, and the ability to demonstrate appropriate interventions and interventions in a peer counseling setting.

B. Demonstrate consistent use of one guiding theory, basic counseling skills, and the core conditions of counseling when working with an individual.

C. Be able to apply ethical standards to scenarios of potential ethical dilemmas.

D. Be able to comport themselves with accepted professional, ethical, and legal behavior as befits counselors.

E. Demonstrate increasing familiarity with the Practicum clinic setting, required documents, and proper professional behavior while in the clinic.

V. Requirements:

A. Class attendance at all scheduled meetings.

Attendance at each class meeting is considered a professional obligation. Attendance is required and class participation is expected. If for some reason you cannot attend a class meeting, you are expected to notify the instructor (either in person, via phone or e-mail message) *prior* to the class. If you discover you will be absent on a counseling night, you are responsible for also informing the client and rescheduling the session. Absences in **excess of one excused absence** and/or **chronic tardiness** will affect the final grade in the course, and could result in a failing grade and the need to repeat the course. When possible, any absences should be discussed with the instructor in advance. Students are responsible for all material and assignments covered on days they are absent. More than one absence may require repeating the course.

B. Participation in class discussions and activities including:

1. Come to class prepared to discuss assigned readings; be prepared to retain and apply readings.
2. Use of advanced counseling techniques in applied peer counseling with application to various adult populations in family, agency, college counseling and student services; students are expected to actively participate in all class discussions and activities.
3. Active participation in supervision and openness to supervision.
3. Discussion of issues related to multicultural counseling, ethics in counseling, and how each technique can be applied in a developmental context.
4. Level of class participation is qualitatively determined by my subjective appraisal of your class interaction and attentiveness. Appropriate class behavior and participation consistent with that of graduate students is expected. **Students are expected to refrain from all inappropriate behavior including but not limited to: passing notes, sleeping, text-messaging, surfing the internet, emailing, and working on other material during class time.** To that end, please turn off your cellphones during class and close laptops during experiential exercises, videos, and/or during any other class activity during which your attention is expected. Inappropriate behavior or low participation will result in one-on-one conferences, a remedial action plan, faculty review, and a low-effectiveness report in your permanent student file.

C. Completion of written assignments in APA publication style where appropriate:

1. Professional disclosure statement development
2. Other as assigned by instructor
3. Homework and/or journaling assignments
4. Critical analysis of session performance
5. Advanced theory paper

D. Completion of at least five practice counseling tapes in the roles of counselor, client, and observer:

(Suggested Tape topics)

1. Listening skills tape
2. Client values tape
3. Ethical dilemma scenario tape

E. Due dates and deadlines:

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

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

1. Students are expected to maintain professional standards expected of all counselors consistent with the ACA Code of Ethics.

2. On counseling session nights, students are expected to dress in appropriate professional-type attire; "business casual" is the rule of thumb for dress. Inappropriate clothing includes, but is not limited to: revealing clothing, jeans, ball caps, sunglasses, shorts, or inappropriate open-toed shoes (especially flip-flops).

3. No materials containing confidential client information are ever to leave the clinic. Casenotes and files are to be maintained in locked file cabinets at all times. Confidentiality also applies to protecting client files/papers whenever they are in the student's possession rather than in the file cabinet; and being aware at all times of avoiding verbal breaches of confidentiality in the restrooms, hallways, control room and the practicum room.

4. Students are not allowed to view their counselor's feedback time with their own observers following each session. Students should spend this time preparing themselves to enter the next hour of the evening, as observers or counselors. You are required to respect your counselor's need for privacy in processing his or her own experiences of the counseling session, in order to enhance his or her own professional growth. Counselors are expected to behave professionally during feedback time and to focus on their own use of interventions/session management/use of feedback/and growth as counselors.

5. Counseling files are to be viewed only by the counselor for each client. Any student's attempt to view any files (including and especially his or her own) other than the client's file will result in an ethical violation, and potential dismissal from the program.

6. Supervisee requirements: Supervisees must inform their supervisor immediately in the event of any of the following:

a. the supervisee becomes aware that he or she possesses personal growth or impairment issues that may harm the client

b. the client is in danger of harm to self or others

c. the supervisee becomes aware of transference or counter-transference toward the client and/or the supervisor

d. he or she expects to miss a class, or to be tardy to class or to counseling sessions

e. he or she expects or intends to turn an assignment in late

f. he or she intends to discontinue the class

VI. Evaluation: (see grading handout)

VII. Operative Grading Scale:

Grade	Performance Description	Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+		87 – 89	3.3	9.9
B	Pass	83 – 86	3.0	9.0
B-		80 – 82	2.7	8.1
C+	Failure, any C or below	77 – 79	2.3	6.9
C		73 – 76	2.0	6.0
C-		70 – 72	1.7	5.1
D+		67 – 69	1.3	3.9
D		63 – 66	1.0	3.0
D-		60 – 62	0.7	2.1
F		59≥	0.0	0.0

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

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

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

IMPORTANT UNIVERSITY POLICIES

Disability Accommodations:
Southern Methodist University does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of any of its programs and activities, as specified by federal laws and regulations. Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

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

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

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

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

Academic Integrity:
Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies regarding the responsibility, policies, and penalties regarding academic honest found at: www.smu.edu/studentlife/PCL_05_HC.asp

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

The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources specifically prohibited by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; (4) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); (5) any other act designed to give a student an unfair advantage.

Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. APA-style writing is always required for every submitted document or assignment, unless specified otherwise by this instructor.

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

References

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

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

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

- Axline, V. M. (1964). *Dibs in search of self.* New York: Ballantine.
- Benjamin, C. L. (1985). *Mother knows best: The natural way to train your dog.* New York: Hungry Minds.
- Bloomfield, H. H., & McWilliams, P. (1995). *How to heal depression.* New York: Prelude.
- De Becker, G. (1997). *The gift of fear: And other survival signals that protect us from violence.* New York: Dell.
- Domar, A., & Dreher, H. (2000). *Self-nurture: Caring for yourself as effectively as you care for everyone else.* New York: Penguin.
- Faber, A., & Mazlish, E. (1980). *How to talk so kids will listen, and listen so kids will talk.* New York: Avon.
- Fulghum, R. (1989). *It was on fire when I lay down on it.* New York: Ballantine.
- Fulghum, R. (1998). *All I really need to know I learned in kindergarten: Uncommon thoughts on common things.* New York: Ballantine.
- Gladwell, M. (2005). *Blink: The power of thinking without thinking.* New York: Little, Brown, and Company.
- Gottman, J. M., & Silver, N. (1999). *The seven principles for making marriage work.* New York: Three Rivers.
- Helmstetter, S. (1982).*What to say when you talk to your self.* New York: Pocket.
- Hodges, S. (2011). *The graduate practicum and internship manual: A resource for graduate counseling students.*New York: Springer.
- Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life.* New York: Hyperion.
- Kottler, J. A., & Hazler, R. J. (1997). *What you never learned in graduate school: A survival guide for therapists.* New York: W. W. Norton.
- Kottler, J. A. (2003). *On being a therapist.* San Francisco: Jossey-Bass.
- Kottler, J. A., & Carlson, J. (2003). *Bad therapy: Master therapists share their worst failures.* New York: Brunner-Routledge.
- Ramsey, D. (2003). *The total money makeover: A proven plan for financial fitness.* Nashville, TN: Thomas Nelson.
- McWilliams, P., Bloomfield, H. H., & Colgrove, M. (1993). *How to survive the loss of a love.* New York: Prelude.
- McWilliams, P. (). *Life 101: Everything we wished we had learned about life in school- but didn't.* New York: Prelude.
- Millan, C. (2006). *Cesar's way: The natural, everyday guide to understanding and correcting common dog problems.* New York: Harmony.
- Mitchell, S. (1991). *The gospel according to Jesus: A new translation and guide to his essential teachings for believers and unbelievers.* New York: HarperCollins.
- Nelsen, J. (1996). *Positive discipline: The classic guide to helping children develop self-discipline, responsibility, cooperation, and problem-solving skills.* New York: Ballantine.
- Richardson, C. (2005). *The unmistakable touch of grace.* New York: Free Press.
- Robbins, T. (1991). *Awaken the giant within: How to take immediate control of your mental, emotional, physical, and financial destiny!* New York: Simon & Schuster.
- Rogers, A. G. (1995). *A shining affliction: A story of harm and healing in psychotherapy.* New York: Penguin.
- Salmonsohn, K. & Zinzell, D. (2001). *How to be happy, damnit! A cynic's guide to spiritual happiness.* Berkeley, CA: Celestial Arts.
- Seligman, M. (1998). *Learned optimism: How to change your mind and your life.* New York: Pocket.
- Shem, S. (1997). *Mount misery.* New York: Ivy.
- Walker, B. (1991). *The crazy dog guide to lifetime happiness.* Dell.
- Wurtzel, E. (1995). *Prozac nation: Young and depressed in America*. New York: Penguin.
- Yalom, I. D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York: HarperCollins.

Statement of Ethical and Legal Awareness

HDCN 6305 Advanced Counseling Methods: Individual Advanced Skills

Any training relationship in which students take client/counselor or speaker/listener roles is considered a client/counselor relationship and therefore subject to all the ethical and legal regulations governing such relationships. You should be familiar with the Ethical Standards of the American Counseling Association and the State Board of Examiners of Professional Counselors, and with the relevant aspects of the Texas penal code.

By my signature below, I attest that I have read and understood the Statement of Ethical and Legal Awareness:

_____
Student name (print)

_____
Student signature

_____
Student ID number

_____
Date

ACKNOWLEDGEMENT OF CONFIDENTIAL CLIENT TAPE DESTRUCTION

I understand that I must submit for destruction all confidential client tapes that I have recorded for HDCN 6305 *Advanced Individual Methods*. I further understand that I am required to bring all tapes to class on the last date of class for destruction. If I do not bring all tapes to class on that date, I understand that I may be penalized by receiving an Incomplete (I) as my grade for the class until I submit the tapes.

_____
Student's Name (Please Print)

_____
Student's Signature

_____
Student's ID Number

_____
Date

FINAL ACKNOWLEDGEMENT

I have submitted and destroyed all tapes that I recorded for HDCN 6305 *Advanced Individual Methods.*

_____
Student's Name (Please Print)

_____
Student's Signature

_____
Student's ID Number

_____
Date