I. COURSE DESCRIPTION:
A competency-based course with a primary focus on the practice and acquisition of specific techniques and interview skills. In addition, this course addresses how these techniques are applied to special topics and issues such as career counseling, group counseling, crisis counseling and family counseling. Prerequisites: CNEP 5304, CNEP 5308, CNEP 5319, CNEP 5381

II. RATIONALE
This course provides students with necessary exposure to counseling techniques and skills needed for students in the Clinical Mental Health program before proceeding to their practicum and internship experiences.

III. STATE ADOPTED PROFICIENCIES FOR COUNSELORS COVERED IN THIS CLASS ARE THE FOLLOWING:

Learner-Centered Knowledge:
1. Counselors learn decision-making models to help learners monitor and understand their own development.

Learner-Centered Process:
2. Counselors explain options and use innovative problem-solving.
3. Counselors help learners communicate effectively.

Learner-Centered Planning:
4. Counselors help learners set goals with up to date information.

Learner-Centered Responsive Services:
5. Counselors help learners transfer learning to other situations.
6. Counselors help learners clarify problems and implement change.
7. Counselors help learners understand the referral process and learn when and where to refer learners.
8. Counselors show learners how to monitor their own progress.

Learner-Centered Professional Development:
9. Counselor learns professional ethics and law related to counseling in public schools and community agencies.
11. Counselor learns and studies case studies related to professional counseling.

Equity in Excellence for All Learners:

Learner-Centered Communication:
13. Counselor learns active listening skills, open communication, empathic responding, and conflict resolution.

IV. TExES COMPETENCIES COVERED IN THIS COURSE

Competency 3: Multicultural respect, learn to respect beliefs and values of others.

Competency 4: Works collaboratively with learners to establish goals and objectives; counselors understand what functions are and are not in demand of school counseling; counselors learn to establish referral system and follow-up.

Competency 5: Counselors teach and encourage learners to develop problem-solving abilities and self-responsibility; counselors design and implement instructional activities that are developmentally appropriate skills like decision-making.

Competency 6: Counselors learn variety of strategies to establish rapport and develop trusting relationship.

Competency 7: Counselors help learners set short-term, intermediate, and long-term goals based on self-understanding and up to date information. Counselors help learners understand factors that influence goals and help learners monitor progress toward goals.

Competency 11: Counselors become familiar with community resources and the referral process.

Competency 12: Counselors learn state and national ethical and legal codes. Counselors become aware of factors that influence one’s professional performance. Counselors are encouraged to attend workshops, conferences, and join professional organizations.

V. COURSE OBJECTIVES AND STUDENT LEARNER OUTCOMES

CACREP Standards for Clinical Mental Health Standards:

1. CACREP Standard III-C-1. The student will be able to describe the principles of mental health, including prevention. Intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.

2. CACREP Standard III-C-6. The student will demonstrate their understanding of the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.

3. CACREP Standard III-C-9. The student will demonstrate their understanding of professional issues relevant to the practice of mental health counseling.

4. CACREP Standard III-D-1. The student will demonstrate their knowledge of the principles and practices if diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

5. CACREP Standard III-D-2. The student will be able to apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral and prevention of mental and emotional disorders.

6. CACREP Standard III-D-3. The student will be able to apply knowledge of optimum human development, wellness, and mental health through prevention, education, and advocacy activities.

7. CACREP Standard III-D-4. The student will be able to use effective strategies to promote client understanding of and access to a variety of community responses.
8. CACREP Standard III-D-5. The student will demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

9. CACREP Standard III-D-6. The student will demonstrate their ability to use procedures for assessing and managing suicide risk.

10. CACREP Standard III-D-7. The student will demonstrate their understanding of current record-keeping standards related to clinical mental health counseling.

11. CACREP Standard III-D-8. The student will demonstrate appropriate counseling strategies when working with clients with additions and co-occurring disorders.

12. CACREP Standard III-D-9. The student will demonstrate their ability to recognize his or her own limitations as a clinical mental health counselor.

13. CACREP Standard III-F-3. The student will demonstrate the ability to modify counseling systems, theories, techniques, and interventions that reflect their understanding of diversity issues.

14. CACREP Standard III-H-3. The student will learn how to screen clients for danger to self and/or others.

15. CACREP Standard III-I-3. The student will demonstrate knowledge of evidenced-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

16. CACREP Standard III-J-1. The student will demonstrate their ability to apply relevant research findings to inform the practice of clinical mental health counseling.

17. CACREP Standard III-L-3. The student will be able to differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

**Student Learning Outcomes:**

1. The student will demonstrate their understanding of the principles of crisis intervention, including assessing and managing suicide risk, disasters, and other trauma-causing events by their responses to class participation activities and their answers on a comprehensive exam.

2. The student will demonstrate their understanding of professional issues relevant to the practice of mental health counseling, including current record-keeping standards, by their responses to classroom participation discussions, their answers on an exam, and writing case notes to client sessions shown on DVD.

3. The student will be able to apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral and prevention of mental and emotional disorders as demonstrated by their responses to class participation role-plays, videotaped role-plays, and answers on an exam.

4. The student will be able to apply knowledge of optimum human development, wellness, and mental health through prevention, education, and advocacy activities as evidenced by their answers on a comprehensive exam.

5. The student will demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling by their responses to class discussion and role-plays.

6. The student will demonstrate appropriate counseling strategies when working with clients with addictions and co-occurring disorders as evidenced by their responses to class discussions and role-plays and answers on an exam.

7. The student will demonstrate their ability to recognize his or her own limitations as a clinical mental health counselor by a reflective paper on strengths and weaknesses.
8. The student will demonstrate knowledge of evidenced-based treatments and their ability
to apply relevant research findings to inform the practice of clinical mental health
counseling as evidenced by class discussions and role-plays and answers on an exam.

VI. COURSE TOPICS
   Goal setting
   Integrating skills with theory
   Affective techniques
   Behavioral techniques
   Cognitive techniques
   Systemic techniques
   Crisis counseling techniques

VII. INSTRUCTIONAL METHODS AND ACTIVITIES:
   A. Lecture/Discussion; Demonstrations; Video; Guest Speakers
   B. Simulations; Student Demonstrations/Role Plays; Training Lab exercises
   C. Case Studies

VIII. EVALUATION AND GRADE ASSIGNMENT
   A. 1. Two 30 minute video taped counseling sessions with the same client and a written critique
       of each session (15% for each critique). There should be identifiable interventions related
       to specific approaches in each taped sessions. Students will select two different counseling
       approaches; one for each tape. Sessions will be role-plays with assigned classmates.

       2. Peer critiques and feedback: Students will critique their fellow classmates’ role play
          sessions to demonstrate knowledge of interventions and practice delivering appropriate,
          constructive feedback. Two peer critiques will be submitted. 10% each

       3. Classroom participation in role-playing, article critiques, class discussions, and
          assigned topic presentation. 25%

       4. A reflective paper on strengths and areas of improvement. 10%

       5. Written final examination 15%

   B.
   A = 90 – 100
   B = 80 – 89
   C = 70 – 79
   D = 60 – 69
   F = anything below a 60

IX. COURSE SCHEDULE AND POLICIES

A. Course Schedule

Professor: Manuel X. Zamarripa, PhD, LPC-S
Office: ECDC 152
Email: manuel.zamarripa@tamucc.edu
Phone: 825-3467
Office Hours: M 1-6; T 10-12; TH 12-4

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-28</td>
<td>Course Overview and Expectations</td>
<td></td>
</tr>
<tr>
<td>2-04</td>
<td>Developing Counseling Goals; Defining Strategies &amp; Selecting Interventions</td>
<td>Textbook: Chap 6 &amp; 7</td>
</tr>
<tr>
<td>2-11</td>
<td>Affective Interventions. <strong>Role Play Demonstrations</strong></td>
<td>Textbook: Chap 8; Blackboard: Broaching race, ethnicity, and culture during the counseling process</td>
</tr>
<tr>
<td>2-18</td>
<td>Affective Interventions <strong>Role Play Demonstrations</strong></td>
<td>TBA</td>
</tr>
<tr>
<td>2-25</td>
<td>Cognitive Interventions <strong>Role Play Demonstrations</strong></td>
<td>Textbook: Chap 9</td>
</tr>
<tr>
<td>3-04</td>
<td>Cognitive Interventions <strong>Role Play Demonstrations</strong></td>
<td>TBA</td>
</tr>
<tr>
<td>3-11</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>3-18</td>
<td>Behavioral Interventions <strong>Role Play Demonstrations</strong> <strong>VIDEO 1 DUE</strong></td>
<td>Textbook: Chap 10</td>
</tr>
<tr>
<td>3-25</td>
<td>Behavioral Interventions <strong>Role Play Demonstrations</strong></td>
<td>TBA</td>
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<tr>
<td>4-01</td>
<td>Systemic Interventions <strong>Role Play Demonstrations</strong></td>
<td>Textbook: Chap 11</td>
</tr>
<tr>
<td>4-08</td>
<td>Systemic Interventions <strong>Role Play Demonstrations</strong></td>
<td>TBA</td>
</tr>
<tr>
<td>4-15</td>
<td>Solution-focused Interventions <strong>Role Play Demonstrations</strong></td>
<td>TBA</td>
</tr>
<tr>
<td>4-22</td>
<td>Solution-focused Interventions <strong>Role Play Demonstrations</strong></td>
<td>TBA</td>
</tr>
<tr>
<td>4-29</td>
<td>Narrative approaches <strong>Role Play Demonstrations</strong> <strong>VIDEO 2 DUE</strong></td>
<td>TBA</td>
</tr>
<tr>
<td>5-06</td>
<td>Crisis Counseling and Suicidality <strong>Reflective Paper DUE</strong></td>
<td>TBA</td>
</tr>
<tr>
<td>5-13</td>
<td>Final Exam</td>
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</tr>
</tbody>
</table>

**B. Class Policies**

All assignments should be typed. No handwritten work will be accepted. No late work will be accepted.

Attendance and punctuality are mandatory and the responsibility of the student. More than one absence will result in the lowering of a letter grade. More than 3 lapses in punctuality will be equivalent to an absence. Any excused absence is left to the discretion of the instructor.

**All cell phones must be turned off and remain off during class.**

Syllabus Disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

X. TEXTBOOK


XI. BIBLIOGRAPHY


XII. **Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. **Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
Rubric for Student and Peer Critique of Videotapes
CNEP 5375

Student Name:_____________________________
Peer Name:______________________________
Theory technique being presented__________________________
Tape # ___

Please use the following rating scale of 1 to 5 with 1 being low and needs improvement and 5 being superior in techniques and skills.

1. Maintains appropriate eye contact _____
2. Posture is relaxed ______
3. Voice tone and facial expressions are generally warm and pleasant and communicate caring and involvement. ______
4. Demonstrates listening skills by restatements and reflections.__________
5. Uses appropriate questioning.___________
6. Provides client with insight through interpretation from the counseling model being taped ________
7. Sets appropriate goal with the client ________
8. Provides client with treatment rationale and purpose of the strategy ________
9. Gives an overview of the strategy/strategies ___________
10. Checks client’s understanding and willingness to perform the strategy in session and as homework ______
11. Instructs client on how to perform the strategy/strategies ___________
12. Models task and provides self guidance __________
13. Helps client perform the strategy in session ___________
14. Assigns homework ___________

Additional Comments:

Particular strengths of counselor:

Suggestions for additional improvement:
Rubric for Reflection Paper
CNEP 5375

CONTENT: 80%
   Are current strengths identified?
   Has progress been made in development of techniques?
   Has the student identified current areas in need of improvement?
   Are areas of personal/professional growth and awareness identified?
   Is there a plan to address professional development needs for practicum?

Organization: 10%
   Does the paper flow smoothly, with a clear and logical progression between paragraphs?
   Does each paragraph have a central idea?
   Is the paper easy to follow?
   Is there an introduction and conclusion that fit the paper?

Grammatical Style: 10%
   Are there grammatical or spelling problems?
   Is the writing style clear?
   Are sentences coherent?
   Are the basics of APA style followed?
<table>
<thead>
<tr>
<th>Classroom Participation Rubric</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Degree to which student integrates course readings into classroom participation</strong></td>
<td>often cites from readings; uses readings to support points; often articulates &quot;fit&quot; of readings with topic at hand (4 points)</td>
</tr>
<tr>
<td></td>
<td>occasionally cites from readings; sometimes uses readings to support points; occasionally articulates &quot;fit&quot; of readings with topic at hand (3)</td>
</tr>
<tr>
<td></td>
<td>rarely able to cite from readings; rarely uses readings to support points; rarely articulates &quot;fit&quot; of readings with topic at hand (2)</td>
</tr>
<tr>
<td></td>
<td>unable to cite from readings; cannot use readings to support points; cannot articulate &quot;fit&quot; of readings with topic at hand (1)</td>
</tr>
<tr>
<td><strong>Interaction/participation in classroom discussions</strong></td>
<td>always a willing participant, responds frequently to questions; routinely volunteers point of view (4 points)</td>
</tr>
<tr>
<td></td>
<td>often a willing participant, responds occasionally to questions; occasionally volunteers point of view (3)</td>
</tr>
<tr>
<td></td>
<td>rarely a willing participant, rarely able to respond to questions; rarely volunteers point of view (2)</td>
</tr>
<tr>
<td></td>
<td>never a willing participant, never able to respond to questions; never volunteers point of view (1)</td>
</tr>
<tr>
<td><strong>Interaction/participation in classroom learning activities</strong></td>
<td>always a willing participant; acts appropriately during role plays; etc., responds frequently to questions; routinely volunteers point of view (4 points)</td>
</tr>
<tr>
<td></td>
<td>often a willing participant; acts appropriately during role plays; etc., responds occasionally to questions; occasionally volunteers point of view (3)</td>
</tr>
<tr>
<td></td>
<td>rarely a willing participant, occasionally acts inappropriately during role plays; etc., rarely able to respond to direct questions; rarely volunteers point of view (2)</td>
</tr>
<tr>
<td></td>
<td>never a willing participant, often acts inappropriately during role plays; etc., never able to respond to direct questions; never volunteers point of view (1)</td>
</tr>
<tr>
<td><strong>Demonstration of professional attitude and demeanor</strong></td>
<td>always demonstrates commitment through thorough preparation; always arrives on time; often solicits instructors' perspective outside class (4 points)</td>
</tr>
<tr>
<td></td>
<td>rarely unprepared; rarely arrives late; occasionally solicits instructors' perspective outside class (3)</td>
</tr>
<tr>
<td></td>
<td>often unprepared; occasionally arrives late; rarely solicits instructors' perspective outside class (2)</td>
</tr>
<tr>
<td></td>
<td>rarely prepared; often arrives late; never solicits instructors' perspective outside class (1)</td>
</tr>
</tbody>
</table>