CNEP 6310.001 Marvarene Oliver, Ed.D., LPC, LMFT, Approved Supervisor
M W, 6:00-9:45 Office: ECDC 149
Room: ECDC 150 Office Hours: TBA
Telephone: 361-825-3326 E-Mail: marvarene.oliver@tamucc.edu

I. Course Description
CNEP 6310: Advanced Counseling Strategies. 3 sem. hrs. In-depth study of various counseling strategies appropriate to the developmental levels of elementary, middle, and secondary school students; adults; couples; and families. Includes case conceptualization and efficacy of theories and treatment strategies for national and international crises, disaster, and other trauma-causing events, as well as selection of short term and intermediate intervention strategies with at-risk and multicultural populations.

II. Rationale
Through this course students will demonstrate an understanding of developmental, cultural, and other contextual concerns to be considered when selecting effective and meaningful interventions in the counseling. Emphasis will be given to the knowledge base and counseling strategies and skills that form the conceptual framework for advanced preparation for doctoral counseling students to become counselor educators.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors: N/A

IV. TExES Competencies: N/A

V. Course Objectives/Learning Outcomes

This course is designed to enable students to demonstrate knowledge, skills, and practices beyond the entry-level in the following areas:

CACREP Doctoral Standard II.C.1: Theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma-causing events.
CACREP Doctoral Standard IV.G.1: Major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations.
CACREP Doctoral Standard IV.G.4: Effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events.
CACREP Doctoral Standard IV.H.3: Case conceptualization and effective interventions across diverse populations and settings.

The following Student Learning Objectives (SLOs) will be met in this course:
1. Students will demonstrate understanding of methods of evaluation of counseling effectiveness as evidenced by discussion of articles and presentation of efficacy materials in the semester project.
Attainment of the SLO will be based on a grade of adequate or above on the semester project and a grade of B or above on participation.

2. Students will demonstrate the ability to utilize models of assessment and intervention, as well as treatment strategies relevant to victims of crisis, disaster, and other trauma-causing events, via development of a case study, with questions appropriate for a master’s-level class and grading rubric reflecting acceptable responses and method for assessment. Attainment of the SLO will be based on a grade of adequate or above on the entirety of this case study.

3. Students will demonstrate case conceptualization and intervention skills, including consideration of broad and diverse populations and treatment settings, through responses to case studies. Attainment of the SLO will be based on a grade of adequate or above on both case studies.

VI. Course Topics

*The major topics to be considered include but are not limited to*

- Advanced strategies in counseling including: selected counseling strategies; developmentally appropriate interventions; assessment; DSM 5 diagnosis; working with special populations; outcome research-based interventions; working with crises, disasters, and other trauma-causing events; and legal and ethical issues.

VII. Instructional Methods and Activities

*Methods and activities for instruction include, but are not limited to, the following:*

- Readings, lecture/discussion, demonstration, video, interactive learning activities, student presentations, case studies, and papers.

VIII. Evaluation and Grade Assignment

*The methods of evaluation and the criteria for grade assignment are:*

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes

1. Class attendance, promptness, and active class participation are required as many learning objectives are met during class. On-line assignments and discussion that may be used require major and minor postings, with full participation by each cohort member. In-class discussion is expected to meet the same criteria as that for on-line postings. In-class and on-line assignments may include but not be limited to case conceptualization and treatment planning (see #5 below).

2. Completion of assigned readings and participation in discussions and class activities should demonstrate a broad-based foundational knowledge of the course material as found in the assigned readings and research. Assigned readings and any related assignments for each class are posted on BlackBoard as well as included in this syllabus. Additional readings related to peer semester projects and other topics will be posted on BlackBoard.

3. In lieu of a single textbook, each student will individually select their own text(s) related to class learning objectives and their own area of expertise or research agenda. A thorough review of the text(s) shall be prepared and posted on BlackBoard.

4. Each student will prepare and conduct a class designed to teach and/or enhance particular intervention skills related to specific theoretical perspectives. In order to do this, students are required to prepare materials that outline the theory presented, including multicultural and diversity issues as well as efficacy data, along with specific skills to be taught during the class. This material is to be posted on BlackBoard. In the class period allotted, the student will demonstrate the skills to be practiced and, using a training method outlined in the literature or learned during previous education and training, conduct a teaching session designed to develop or refine the skills targeted. The training must include opportunity for all students to practice/demonstrate skills taught. The class period will not be used for teaching the theory beyond a 10-minute (maximum) overview. Samples of training methods are included in the
bibliography of this syllabus. The theoretical model with attendant skills will be selected on the first class night. Following the skill training session, the student will post a description of the training method used (with references if possible), as well as a self evaluation of the training session. Students should also post, with the model description, any relevant handouts, resources for skill development, etc., identified during preparation. The skill training session should be about 1.5 hours in length. **An integrative model is not appropriate for this assignment.**

5. Students, working in groups of no more than three (3), will prepare a case study reflecting a disaster, crisis, or other trauma-causing event. The case study must include a series of questions designed to elicit responses reflecting understanding appropriate counselor response to such an event. In addition, each group will submit a grading rubric, with answers for each question posed and the criteria by which each question will be assessed. Questions will include, but do not have to be limited to, specific client scenarios.

6. Completion of two case studies, including DSM-5 diagnosis, case conceptualization, treatment plan, essential counselor characteristics, discussion of effective treatment strategies (based on literature and class discussion), and discussion of how to evaluate effectiveness. Grading criteria include accurate diagnosis, comprehensive coverage of the case presented, references to readings, synthesis of material, thoughtfulness, and writing style.

B. **Grading Scale**

10% Participation (Attendance, active contribution to class activities and discussion)
10% Text Review
30% Semester Project
20% Disaster/crisis/other trauma-causing event case study
30% Two case studies (15% each)

100% Final Grade

IX. **Course Schedule and Policies**

**Tentative Course Schedule and topics:**
*Each skill teaching demonstration will include the elements outlined in #4 above, a **brief** outline of the theory associated with the skill, as well as information concerning multicultural and diversity issues and efficacy data. Specific skills should be demonstrated, and an opportunity to practice and receive feedback should be provided. The description of the training strategy or model should be posted to BlackBoard (with references), as well as a self evaluation of the training session. Students should also post, with the model description, any relevant handouts, resources for skill development, etc., identified during preparation. Read #4 above carefully.*

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/01</td>
<td>Introduction to the course and assignments</td>
</tr>
<tr>
<td></td>
<td>Contextual issues in counseling (e.g. sociopolitical, cultural, educational, and family)</td>
</tr>
<tr>
<td></td>
<td>Legal and ethical issues in counseling</td>
</tr>
<tr>
<td></td>
<td>Selection of semester learning projects, groups</td>
</tr>
<tr>
<td>06/03</td>
<td>On-line only</td>
</tr>
<tr>
<td></td>
<td>Case conceptualization and treatment planning; DSM 5 review; efficacy research; evidence-based and efficacy-based therapies and practices; clinical decision-making</td>
</tr>
<tr>
<td>06/08</td>
<td>*Skill teaching, demonstration__________________________</td>
</tr>
</tbody>
</table>
*Skill teaching, demonstration________________________
Case Study 1 due

06/10  *Skill teaching, demonstration________________________
*Skill teaching, demonstration________________________

06/15  *Skill teaching, demonstration________________________
*Skill teaching, demonstration________________________
Case Study 2 due

06/17  Video- to be determined based on skills teaching demonstrations
*Skill teaching, demonstration________________________
Reflective process and self evaluation

06/22  *Skill teaching, demonstration________________________
*Skill teaching, demonstration________________________

06/24  *Skill teaching, demonstration________________________
*Skill teaching, demonstration________________________
Disaster/Crisis/Trauma-Causing Event Case Study due

06/29  *Skill teaching, demonstration________________________

07/01  Reflective processes

**Course Policies:**

**Attendance:** Attendance and participation for this course are mandatory and necessary. Experiences conducted within the course are highly interactive and they cannot be replicated. Excessive absence will impact the grade, as indicated above.

**Late Work:** Late work is not appropriate for this course. Work depends in large part on collaboration among class colleagues. If for any reason you are unable to be prepared for a class, it is your responsibility to notify your cohort members and me.

**Preparation:** It is important and expected that you complete assignments prior to coming to class, including any readings and other assignments. I will not generally facilitate by covering all the material in the assigned readings; however, you are responsible for any information assigned and expected to draw from assigned readings in completing assignments.

**Writing:** To get full credit on written assignments, course participants are required to follow the guidelines in the *Publication Manual of the American Psychological Association (6th ed.)*. Written assignments are weighted equally across four categories: mechanics, structure, completeness, and content.

X. **Textbook**

*The textbook adopted for this course is:*
Learning experiences will be organized around selected readings from the bibliography and additional sources researched by students. In lieu of a single textbook, each student will select their own text(s) related to class learning objectives and their own area of expertise or research agenda.

XI. Bibliography

**The knowledge bases that support course content and procedures include but are not limited to:**


Norcross, J. C. (2011). *Psychotherapy relationships that work: Therapist contributions and
responsiveness to patients. (2nd ed.). NY: Oxford University Press.


New York: Oxford University Press.


Texas Administrative Code (2002). Title 19, Education; Part 7 State board for educator certification; Chapter 247 Educators' code of ethics; Rule §247.2 Code of ethics and standard practices for Texas educators. Available at http://info.sos.state.tx.us.

Texas Administrative Code. Title 22, Examining boards; Part 30, Texas state board of examiners of professional counselors; Chapter 681, Professional counselors; Subchapter C, Code of ethics. Available at http://info.sos.state.tx.us.


---

XII. **Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of 0 on the particular assignment and a grade of Non-Credit in the course. In addition, a record of the academic misconduct will be filed with the Dean. Students have the right to appeal the judgment or penalty. In addition, academic misconduct will be referred to the CNEP department for consideration.

XIII. **Grade Appeals**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

XIV. **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 Corpus Christi Hall 116. 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.

XV. Statement of Academic Continuity

In the event of an unforeseen adverse event such as a major hurricane or other event that prevents classes from being held on the campus of Texas A&M University-Corpus Christi, this course will be continued insofar as possible through the use of Blackboard and/or email. In addition, the syllabus and class activities will be modified to allow continuation of the course. I will continue to interact with you by using the Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions, Blogs, Journals, and/or Wiki tools. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of closing of the physical campus. However, you must make certain the course instructor has a primary and secondary means of contacting you.

Class Participation Rubric

In order for full credit to be earned for this portion of course evaluation, students are expected to participate fully and demonstrate preparation for the class as appropriate for the topic and format for that class session. It should be evident that readings have been completed and you are engaged in the discussion or learning activities.

Text Review Rubric

Text reviews should include full citation of the text(s), given in APA 6th edition format. The review should include organization and readability of the text, as well as evaluation of usability as a main or supplemental text in a graduate counseling program (with rationale). In other words, would you use it? How? Why or why not? In addition, discuss multicultural and diversity issues discussed in the text and an evaluation thereof, along with the applicability of the theoretical orientation presented in the text to a variety of populations, both as presented in the text and as indicated in your wider readings (cite). Include efficacy- or evidence-based data concerning the theoretical orientation presented in the text, both from the text (if there) and from your research.

Semester Project

The semester project should demonstrate thorough understanding of a particular theoretical orientation and the counseling skills/techniques commonly used within that orientation. Evaluation will be multi-faceted, and shall include: 1. materials outlining the theory, including multicultural/diversity issues, efficacy data, and skills taught in class; 2. demonstration of skills to be taught/practiced in class; 3. appropriate use of a training method designed to teach skills selected (source to be cited in posted materials). Materials posted will account for 35% of the evaluation, demonstration of skills will account for 35%, and use of a training method will account for 30%. Specifics for excellent, good, adequate, and inadequate ratings are outlined below.

Materials:
Excellent—Clear outline or discussion of theory, including critical evaluation, theoretical assumptions about people, factors that promote change, ideas about future research that would build on existing literature concerning efficacy, multicultural and diversity issues, and skills/techniques/strategies to be taught. Well organized and logically presented. Grammar, punctuation, spelling, citations, and references are correct.

Good—Generally clear outline or discussion, but may be somewhat difficult to follow. Includes elements listed above, but may not always demonstrate excellent analysis of information. Major mechanics of the material are strong, despite occasional mistakes.
Adequate—Outline or discussion of material may be unclear, vague, or offer insufficient information. Elements outlined above are present, but are not well presented, or essential concepts are not fully covered. Errors in punctuation, citation, style, spelling, and other mechanics.

Inadequate—Demonstrates minimal effort or comprehension. Outline or discussion difficult to understand. Significant mechanical problems, and frequent major errors in APA style, punctuation, and spelling.

**Demonstration of skills:**

Excellent—Skills demonstration clear and well-performed. Able to answer questions from cohort or faculty member about demonstration. Able to identify errors or missteps in demonstration and use them as a teaching opportunity.

Good—Skills demonstration mostly clear and well-performed. Generally able to respond to questions from cohort or faculty member. Able to identify errors or missteps in demonstration, but has difficulty recovering or using errors as part of teaching opportunity.

Adequate—Skills demonstration adequately performed. Has difficulty responding to questions, and difficulty identifying errors.

Inadequate—Skill demonstration marginal. Appears to be little understanding of how to perform or use the skills. Unable to respond to questions.

**Use of training method:**

Excellent—Skill development or enhancement smoothly facilitated and well explained. All cohort members involved. Opportunity for practice with both positive and corrective feedback provided. Respect for learners and ability to respond effectively to their developmental level in skill use demonstrated. Training model articulated in posted material.

Good—Skill development/enhancement generally smooth, but may occasionally falter. Some difficulty involving all cohort members. Some difficulty in providing feedback. Model may lack clarity, or articulation may be somewhat unclear.

Adequate—Skill development/enhancement somewhat disorganized. Most cohort members involved. Evident difficulty providing feedback. Model articulation unclear, or may be somewhat inappropriate for skill being taught.

Inadequate—Skill development/enhancement chaotic, with little to no opportunity for learning. Inability to provide helpful or accurate feedback. Model not articulated or clearly inappropriate.

**Case Studies**

Excellent—Accurate diagnosis with justification demonstrating an understanding of use of DSM 5. Clear explanation of case conceptualization. Clear treatment plan, including objectives of treatment and prognosis. Consideration of appropriate assessments, appropriate referrals if warranted, possible medications that may be required or useful. Clear discussion of treatment strategies and model(s) and rationale for same (including research on efficacy). Logical discussion about how to evaluate effectiveness of strategies and approach in the particular case. Multicultural and diversity issues clearly addressed. Strong evidence of synthesis of
material, thoughtfulness, references to readings/research. Well organized and logically presented. Grammar, punctuation, spelling, citations, and references are correct.

Good—Accurate diagnosis with adequate justification. Primarily clear explanation of case conceptualization. Treatment plan good, may demonstrate some lack of clarity about appropriate or effective treatment. Some lack of clarity about assessments, referrals, medications. Discussion of treatment strategies and model(s) or rationale may lack coherence. Multicultural and diversity issues addressed. Some synthesis of material. Methods of evaluating effectiveness of approach shows promise. Evidence of thoughtfulness and references to readings/research present. Major mechanics are strong, despite occasional mistakes.

Adequate—Diagnosis primarily correct, with adequate justification. Case conceptualization and treatment plan may lack coherence. Some discussion of assessments, referrals, and medications (if appropriate), but may lack logic. Considerations about multicultural and diversity issues lack clarity. Some references to readings/research, but evidence of synthesis lacking. Methods of evaluating effectiveness of approach not clearly thought out. Errors in punctuation, citation, style, spelling, and other mechanics.

Inadequate—Diagnosis incorrect, and justification does not fit case study. Case conceptualization and treatment plan weak. Inadequate discussion of assessments, referrals, medications (if appropriate). Little or no consideration of multicultural or diversity issues. Little or no evidence of reference to readings/research. No efficacy information or consideration of evaluation of effectiveness of treatment.

Crisis/Disaster/Other Trauma-Causing Events Project

Excellent—Well-articulated and clear understanding of models of crisis/disaster intervention as well as psychological first aid reflected in both case study design and questions posed. Skillful and appropriate responses included in grading rubrics.

Good—Clear understanding of models of crisis/disaster intervention and psychological first aid, but may have some difficulty articulating how to apply them to development of case scenarios and questions. May have some difficulty formulating skillful and appropriate responses or in creating appropriate rubrics.

Adequate—Some understanding of models of crisis/disaster intervention and psychological first aid, with difficulty articulating how they apply to case scenarios, as evidenced in case study design and questions. Responses lacking desired insight or skill as reflected in grading rubrics.

Inadequate—Little understanding of models of crisis/disaster intervention and psychological first aid as reflected by case study and questions. Responses lack insight or skill, or are inappropriate, as indicated by inadequate responses included in grading rubric.

Please note: As this assignment may be done in groups, you will complete an evaluation of your team members at the conclusion of the project to be submitted privately to the instructor. Evaluations will include your assessment of the contributions made by team members (both quality and quantity) as well as the ease of working with your colleagues.