TAMU-CC College of Education
CNEP 5375 Clinical Mental Health Counseling Strategies

CNEP 5375
M & W, 6-9:45pm (ONLY meet Wed.)
Summer Session II, 2018
Location: ECDC 219C

Instructor: Kristina Nelson, Ph.D., NCC
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Office hours: TBD
E-mail: Kristina.nelson@tamucc.edu

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 is one of the core courses within the Clinical Mental Health counseling program. This
course provides students within the program to the exposure to and practice applying the basic
clinical techniques that promote therapeutic change and optimal functioning for clients from
diverse backgrounds. This course is designed to help the student use the knowledge of individual
 counseling strategies to clarify important roles, activities, processes, and outcomes 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-SECTION 2: PROFESSIONAL COUNSELING IDENTITY

CACREP standard f.1.i. – ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

CACREP standard f.1.k. – strategies for personal and professional self-evaluation and implications for practice.

CACREP standard f.1.l. – self-care strategies appropriate to the counselor role.

CACREP standard f.1.m. – the role of counseling supervision in the profession.

CACREP standard f.2.a. – multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.

CACREP standard f.2.d. – the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others.

CACREP standard f.2.e. – the effects of power and privilege for counselors and clients.

CACREP standard f.2.g. – the impact of spiritual beliefs on clients’ and counselors’ worldviews.

CACREP standard f.2.h. – strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

CACREP standard f.3.f. – systemic and environmental factors that affect human development, functioning, and behavior.

CACREP standard f.3.g. – effects of crisis, disasters, and trauma on diverse individuals across the lifespan.

CACREP standard f.4.b. – approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.

CACREP standard f.4.d. – approaches for assessing the conditions of the work environment on clients’ life experiences.

CACREP standard f.5.a. – theories and models of counseling.

CACREP standard f.5.d. – ethical and culturally relevant strategies for establishing and maintaining in person and technology-assisted relationships.

CACREP standard f.5.f. – counselor characteristics and behaviors that influence the counseling process.

CACREP standard f.2.g. – essential interviewing, counseling, and case conceptualization skills.

CACREP standard f.5.h. – developmentally relevant counseling treatment or intervention plans.
CACREP standard f.5.l. – suicide prevention models and strategies.

**CACREP standard f.7.b.** – methods of effectively preparing for and conducting initial assessment meetings.

CACREP standard f.7.c. – procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.

CACREP standard f.7.d. – procedures for identifying trauma and abuse and for reporting abuse.

CACREP standard f.8.a. – the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.

CACREP standard f.8.b. - identification of evidence-based counseling practices.

CACREP standard f.8.c. - needs assessment.

**CACREP STANDARDS-SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING**

**CACREP standard c.1.b.** – theories and models related to clinical mental health counseling.

**CACREP standard c.1.c.** – principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

CACREP standard c.2.a. – roles and settings of clinical mental health counselors.

CACREP standard c.2.b. – etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.

CACREP standard c.2.f. – impact of crisis and trauma on individuals with mental health diagnoses.

CACREP standard c.2.g. – impact of biological and neurological mechanisms in mental health.

CACREP standard c.2.j. – cultural factors relevant to clinical mental health counseling.

CACREP standard c.2.k. – professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

CACREP standard c.2.l. – legal and ethical considerations specific to clinical mental health counseling.

CACREP standard c.2.m. – record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.

CACREP standard c.3.a. – intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.

CACREP standard c.3.b. – techniques and interventions for prevention and treatment of a broad range of mental health issues.

**Student learning outcomes:**

1. You will demonstrate knowledge of counseling a multicultural context as evidenced by successful completion of course assignments (see below).
2. You will demonstrate familiarity with current practices in counseling as evidenced by successful completion of class activities, course assignments, and participation in course requirements (see below).
3. You will develop and demonstrate use of foundational counseling skills (demonstrate selected skills, techniques, and decision-making skills needed to facilitate the counseling process, under supervision) as a result of class demonstrations and participation (see below).
4. You will demonstrate understanding of the ethical issues involved in counseling as evidenced by successful completion of course assignments and group demonstrations.
5. You will demonstrate understanding essential interviewing and counseling skills in such a way that enables them to demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling through in-class simulations and completion of other assignments.
6. You will demonstrate an understanding of the principles of interpersonal dynamics, including process components, multicultural issues theories, counselor roles and behaviors, strategies for wellness and self-care, and therapeutic factors affecting the counseling relationship.

7. You 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.

8. You 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.

9. You will be able to apply knowledge of optimum human development, wellness, and mental health through prevention, education, and advocacy activities as evidenced by their discussions within major projects.

10. You 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.

11. You 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, role-plays, and responses within major assignments.

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:

This course consists of both didactic seminars and laboratory related experiences. Course material will be presented in lectures, supplemented by classroom discussions/online materials, role-play/simulation exercises, and small group discussions that will clarify the material in the assigned text.

VIII. EVALUATION AND GRADE ASSIGNMENT

1. Attendance: Students will attend ALL scheduled classes, more than one absence will deduct one letter grade.

2. Quizzes. Quizzes will be available through Blackboard to assess students’ understanding of the topics discussed and readings due up to the point of each quiz. The quizzes will be available through Blackboard and quiz questions will be presented in multiple choice or True/False format. The use of notes and textbooks is allowed; however, students must work alone and not seek outside help from fellow classmates or other individuals. There will be five quizzes available for students to take throughout the semester.

3. Session Notes and Rating Form. Students will turn in typed or handwritten case notes using the general format included in this document for every session with their clients at the beginning of the following class meeting. These notes should be completed using the attached template (one page maximum), be written in third person and include: Your name, the client’s initials, date, day of the week, and time of session, session number and the following information:
a. Presenting Issue
b. Intervention
c. Outcome
d. Homework
e. Referrals
f. Plan

Although these are practice sessions, it is still required that you keep these notes confidential. Please note that if this were a professional counseling site, the notes would be written in the counseling office and would not leave the building. The final case note submitted will be a **Termination Report.** This narrative report provides an accurate summation of the client’s responsiveness to counseling and to specific types of interventions. The report will be 1-1/2 to 2 pages (single-spaced) in length and will include the following components:

a. Counselor’s name, date counseling began and concluded, number of sessions
b. Demographic description of client
c. Presenting problem(s)
d. Types of counseling interventions used and their effectiveness
e. Client’s reaction to the counseling relationship over time
f. Client’s reaction to termination

*Each case note not submitted will result in a 5-point deduction from the points available for completing this course requirement

**Session Rating Forms**

Students are required to review their sessions after class on their own time (in a private space to respect confidentiality) and complete the Session Rating Form (sample found at the end of this syllabus and in Blackboard). The session rating form will be submitted in addition to the session/progress note. Students will submit this brief, self-rating form at the beginning of the following class along with the session note, that requires them to estimate their performance along some target evaluation domains. This activity will be completed using the rubric included in this document; other formats will not be accepted.

*Each session rating form not submitted will result in a 5 point deduction from the points available for completing this course requirement

**4. Counseling Packets.** Students will submit a counseling packet at a predetermined time during the semester. The packet will be **one document** and include the following components in this order:

a. A DVD or external data drive with the counseling session for evaluation clearly indicated

b. A short (between five and eight pages) typed, write-up of the session containing:
   a. A brief **Session Summary** of the session
   b. **Case Conceptualization** that addresses each of the following:
      i. Statement of presenting issue
      ii. Mitigating Circumstances
      iii. Reoccurring Themes
      iv. Modus Operandi
      v. Needs being met/ denied by client’s behavior
c. **Theory-based Clinical Hypothesis**: The counselor’s theory-based clinical hypothesis regarding why this issue has become a concern for the client at this time. The clinical hypothesis should cite a theorist, not a textbook, and be a summary statement that uses a counseling theory to describe:
   i. How the problem started
   ii. How the problem is being maintained
   iii. How the problem can be mitigated.

d. **Issues to Explore**: In the next and subsequent sessions (regardless of whether or not you get the opportunity).

e. **Evaluation**: Discuss your development and awareness across three domains:
   i. **Counseling Skills**: Identify and provide examples of the skills that you consider your strengths and those that you believe need further development.

   ii. **Multicultural Considerations**: Identify and describe cultural similarities and differences between you and your client. You may address demographics, but more important need to identify and describe relevant attitudes and beliefs, cultural/diversity knowledge, and skills you have about the client’s cultural or worldview that may influence the student counseling relationship. Given this knowledge or awareness, how are you going to have to monitor or modify your skill delivery.

   iii. **Wellness and Self-care**: Identify and describe: (1) perceptions of your own personal wellness through this point as a student counselor; (2) any factors that may contribute to perceptions of resiliency and/or impaired ability to help promote growth in yourself and others; and (3) current strategies for monitoring and maintaining your personal well-being.

f. **Session Transcription.** The written transcripts will be verbatim transcriptions of eight minutes of the counseling session. Within the body of the verbatim transcript include:
   a. An indication of what 8-minute time frame the transcript is depicting.
   b. Verbatim transcript of content indicating what the therapist and client said, Example: *Therapist (T), Client (C)*
   c. Technique(s)/Strategy(ies) utilized
   d. **Relational Dynamics**: interaction dynamics that the counselor was/is aware of and how that impacted what counselor did next and/or conceptualization clues that the counselor realized or now realizes is highly pertinent in grasping underlying issues.
   e. "Now I Wish I Had Said" (NIWIHS) statements with Rationale: Include revised statements of underdeveloped or non-facilitative responses to client along with your rationale, where appropriate. Regarding every counselor response that does not include an “IWIHS” statement, the instructor will assume that the counselor would choose to say the exact same thing to the client again if it were possible to redo the counseling
Be sure to provide an explanation (rationale) for why your facilitative counselor responses were helpful as well.

g. Progress Note

5. Literature Review. Students will submit a literature review paper (related to the client assigned during the semester) that specifically explores an issue pertinent to the background of the client and/or the client's presenting problem. This paper will be written in APA style format (minimum of eight pages; maximum of ten pages) with at least four professional (refereed) journal articles and/or professional books as references; at least two of your sources must be from an ACA division journal. Students will submit an electronic copy of the assignment along with electronic PDF or HTML copies of the articles you have reviewed and referenced in your paper. The following sections will be included in the paper (A sample paper is provided in Blackboard):

a. Topic-an explanation of why this topic was chosen to research
b. Summary-a brief summary of the main points highlighted in the literature;
c. Discussion-a discussion of how the information obtained fits/does not fit your client and/or client's problem issues
d. Treatment Plan
   i. a discussion of how this information impacts your treatment plan development, AND
   ii. a description of your treatment plan for this client (in correct treatment plan format; example provided in Blackboard)
e. References- at least four professional (refereed) journal articles and/or professional books as references; at least two of your sources must be from an ACA division journal.

*It is strongly recommended that students review the APA Publication Manual prior to and throughout the writing process.

*Literature review assignments will be scored using the rubric included at the end of this document.

6. Self-Evaluation Paper. Students will consider their development throughout the semester as conceptualized as occurring across five domains of humanistic development as identified by May (1953): Freedom and Choice, Responsibility, Courage, Love, and Inner-integrity. For each domain please indicate:

f. Your operational definition of each domain that may be relevant to counselors in your program specialty
g. Changes within these constructs you have noted within the growth processes of your peer clients and self
h. How you conceptualize the continued development of these constructs throughout your professional development

EVALUATION AND GRADE ASSIGNMENT

<table>
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<tr>
<th>Assignments</th>
<th>Points Available</th>
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<tbody>
<tr>
<td>Quizzes (5 total; 30-50 points each)</td>
<td>200</td>
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<tr>
<td>Literature Review</td>
<td>100</td>
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<td>Counseling Packet</td>
<td>200</td>
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<tr>
<td>Set of Case Notes (8 notes; 25 points each)</td>
<td>200</td>
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<td>Session Ratings (8 total; 25 points each)</td>
<td>200</td>
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<td>Self-evaluation Paper</td>
<td>100</td>
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Grades are based on the following scale:
# IX. COURSE SCHEDULE AND POLICIES

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC/ EVENTS/ DUE</th>
<th>READINGS</th>
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| 7/3      | *Introduction and Overview of Course  
(Review the Syllabus)  
*Multicultural Considerations  
*Documentation  
*Intake Interviewing          | *O & K Ch. 10  
*Collins and colleagues (2010)  
*Prieto & Scheel (2002)  
*Levitt & Jacques (2005)      |
| 7/5      | Peer-Counseling Match  
*Rapport & Relationships  
*Basic Attending Skills  
➢ In Class-Peer Counseling Session 1 (Intake & Rapport Building)  
✓ Pair A  
✓ Pair B  
*Stages & Skills of Counseling  
➢ In Class-Peer Counseling Session 2 (Verbal & Nonverbal Skills)  
✓ Pair A  
✓ Pair B  
Session Notes 1&2 (noon 7/6)  
Quiz 1 (due by 5:59pm)        | *O & K Chpts. 1, 2, & 3  
*Rogers (1957)                |
| 7/10     | *Counseling Theories  
*Affective Theory & Intervention  
*Integrating Change Techniques into Relationship  
Session Rating Forms 1&2 (due by 11:59pm) | *O & K Chpts 5, 6, & 7                        |
| 7/12     | *Cognitive Theory & Intervention  
*Goal Setting  
➢ In Class-Peer Counseling Session 3 (Affective, Cognitive, Behavioral Strategies)  
➢ In Class-Peer Counseling Session4 (Scaling & Goal Setting)  
Session Notes 3&4 (noon 7/13)  
Quiz 2 (due by 5:59pm)        | *O & K Ch. 4  
*Erford Ch. 1                  |
| 7/17     | Techniques: (Adlerian, Psychodynamic, Gestalt, Psychodrama)  
Session Rating Forms 3&4 (due by 11:59pm)  
Literature Review (due by 11:59pm) | *Erford Chpts 6, 12, 13                           |
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<th>Date</th>
<th>Day</th>
<th>Subject</th>
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<tr>
<td></td>
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<td>*Cognitive Restructuring</td>
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<td>➢ In Class-Peer Counseling Session 5 (Theory-based Techniques)</td>
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<td>➢ In Class-Peer Counseling Session 6 (Cognitive Restructuring)</td>
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<td>Session Notes 5&amp;6 (noon 7/20)</td>
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<td>Quiz 3 (due by 5:59pm)</td>
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<td>7/24</td>
<td>Monday</td>
<td>*Behavioral Theory &amp; Intervention, Systematic Problem Solving</td>
<td>*Erford Chpts. 33, 34, 35, &amp; 36</td>
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<td>7/26</td>
<td>Wednesday</td>
<td>Termination and Transitioning</td>
<td>*Vasquez and colleagues (2008)</td>
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<td>➢ In Class-Peer Counseling Session 7 (Behavioral Intervention)</td>
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<td>➢ In Class-Peer Counseling Session 8 (Termination)</td>
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<td>Counseling Relationship ends</td>
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<td>Session Note 7 (noon 7/27)</td>
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<td>Session Note 8/Termination Report Due (due by 11:59PM)</td>
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<td>Counseling Packet (due at the beginning of class)</td>
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<td>7/31</td>
<td>Monday</td>
<td>*Crisis Intervention and Prevention</td>
<td>*O &amp; K Ch. 9</td>
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<td>Session Rating Forms 7&amp;8 (due by 11:59pm)</td>
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<td>Quiz 5 (due by 11:59pm)</td>
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<td>8/2</td>
<td>Wednesday</td>
<td>*Focus Group</td>
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<td>Self-Evaluation (due at the beginning of class)</td>
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**B. Class Policies**

**Attendance & Participation**

Students will attend ALL scheduled classes, more than two absences will deduct one letter grade; missing more than 30 minutes of an in class meeting will be considered an absence. Students will participate in course activities (both in and out of class) in a cooperative manner, complete homework assignments in a timely fashion, as well as remain receptive to feedback provided by the instructor and teaching assistant. **Cell Phones**: Turn your cell phones off during class meetings. If you need to have this device on for a relevant reason, please consult with instructor prior to class.

**Online Course Guidelines**

As this is a blended course and 50% of your instruction will occur online, it is **vital** that you understand and follow these guidelines and demonstrate respect and responsibility as part of an online learning community. Some things you can do to exhibit an attitude of respect and responsibility include:
• Post assignments on time. Early is even better. Remember that you must respond to your peers in addition to monitoring your own Discussion Board postings – you need sufficient time to do this, as do your peers.
• Work extra hard to get to know other classmates.
• Reach out through email Blackboard Messages, Discussions, and Wikis to support each other. If you have good info/tips on what is working for you/resource ideas, please share with the group so we can help each other out.
• Respect other classmates by watching what you say.
• Add your opinions to/participate in the discussions.
• Check the assignments every week. Don’t wait until the last minute.
• Be helpful to other students
• Don’t get behind. If you get behind in an online course it is harder to get back on track than it is in a traditional course. Even though this course is blended, these guidelines still apply.
• Stay focused and stay connected.
• Keep up with your assignments and your grades. It is not the teacher’s responsibility to tell you what you have or haven’t turned in. Your grades will be available in Blackboard so all you have to do is regularly check to make sure you have grades posted for all work.

Professionalism
By enrolling in a graduate program you have begun your professional career. As such, the expectation is that you will conduct yourself as a professional. A significant part of being a professional is being respectful to your peers and instructor at all times. Examples of disrespectful and unprofessional behavior in a face-to-face class include: talking in class, not paying attention, criticizing others’ thoughts and beliefs, falling asleep, or texting/talking on a phone. These same behaviors can be found in online classes as well, especially when participating in class discussion boards. While it is understandable that there may be times when you are not in total agreement with your peers or instructor, respect for the academic environment should always be acknowledged. Good advice would be to reread your posts before uploading them, to see if they may be disrespectful or hurtful to others.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Late Submissions of Student Work
One added challenge to attending graduate school coursework is that many students have families, work part or full-time jobs, and have to negotiate a number of responsibilities outside of the classroom. As a faculty member I acknowledge that it is understandable that life circumstances may take precedence to your school work and encourage you to plan, when possible, the turning in of your assignments and completion of course activities in the event that you should have to miss class. As a policy, all assignments are to be turned in at the beginning of class on the due date. Any work turned in will be subjected to a letter grade deduction for each day that the assignment is late with no assignments being accepted after the second day late.

Extra Credit
As a general rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

**Academic Integrity and 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, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases. The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

**Dropping a Class**

My hope is that you never find it necessary to drop this or any other class during your program of study. With that being said, I realize events sometimes occur that make dropping a course a necessary and wise
decision. If you ever find yourself in a situation like this, I ask that you consult with me before you decide to drop the course to be sure it is your best option. Should dropping the course prove to be the best action for you to take, it is your responsibility to initiate the drop process by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in your being dropped from the class, and a final grade will be issued.

**Communication**
Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which your instructor will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect to receive a response to their queries form their instructor within 48 hours (excluding weekends and university-recognized holidays).

**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**


**SUPPLEMENTAL READING:**


**XI. BIBLIOGRAPHY**


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 website at [http://www.tamuucc.edu/provost/university_rules/index.html](http://www.tamuucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disability 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.

Academic Continuity
In the event of an unforeseen adverse event such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
CASE/PROGRESS NOTE

Client Name: ___________________________ Date: ________ Time: ________ Session #: ________

PRESENTING ISSUE (SUBJECTIVE):
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

INTERVENTION (BEHAVIORALLY STATED):
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

OUTCOME (SUBJECTIVE, OBJECTIVE, PROGRESS STATEMENT):
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

HOMEWORK:
____________________________________________________________________________________
____________________________________________________________________________________

REFERRALS:

PLAN:

_______________________________________
COUNSELOR                                  DATE
<table>
<thead>
<tr>
<th>Structure of the Session:</th>
<th>Y/N</th>
<th>Explain what you believe you did well:</th>
<th>Explain what would you change, and why:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greet Client</td>
<td></td>
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</tr>
<tr>
<td>Review Previous Session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduce session Goals</td>
<td></td>
<td></td>
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<tr>
<td>Implement Activity</td>
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<tr>
<td>Process Activity</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Summarize Session Content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborate HW</td>
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</tbody>
</table>

**Use of Microskills:**

- Body Language and Appearance
- Open-Ended Questioning
- Minimal Encouragers
- Strategic Silence
- Repeating Key Words
- Paraphrasing
- Reflecting Feeling
- Using Immediacy
- Observing Themes/Pattems
- Identification of Nonverbal communication

After reviewing your session, what will you do during your next session to maintain, improve, or enhance your counseling skills?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
## LITERATURE REVIEW GRADING RUBRIC

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Body of Paper (80 points)</strong></td>
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<tr>
<td>Explanation of why this topic was chosen to research (10)</td>
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</tr>
<tr>
<td>Brief summary of the main points highlighted in the literature (20)</td>
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</tr>
<tr>
<td>Discussion of how the information obtained fits/does not fit your client and/or client's problem issues (20)</td>
<td></td>
</tr>
<tr>
<td>Discussion of how this information impacts your treatment plan development, AND a description of your treatment plan for this client (20)</td>
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<tr>
<td>References represent counseling literature (10)</td>
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<tr>
<td><strong>Professional Writing (20)</strong></td>
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<tr>
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# COUNSELING PACKET RUBRIC

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<tr>
<th>Packet Content</th>
<th>Y/N; Comments</th>
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<th>Points Earned</th>
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<tr>
<td><strong>Summary of Session:</strong></td>
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<tr>
<td><strong>Case Conceptualization:</strong></td>
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<tr>
<td>Statement of presenting issue</td>
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<tr>
<td>Mitigating circumstances</td>
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<tr>
<td>Reoccurring Themes</td>
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<td>Modus Operandi</td>
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<td>Needs being met/denied by client’s behavior</td>
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<td><strong>Theory-based Clinical Hypothesis:</strong></td>
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<td>Theorist cited</td>
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<td>How problem started</td>
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<td>How problem is being maintained</td>
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<td>How problem can be mitigated</td>
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<td>Greet Client</td>
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<td><strong>Use of Microskills:</strong></td>
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<td>Technique/Strategy</td>
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<td>Using Immediacy</td>
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<td>Observing Themes/Patterns</td>
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<tr>
<td>Identification of Nonverbal communication</td>
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</tbody>
</table>

**Transcript:**

- Time frame indicated
- Therapist and Client verbatim content provided
- Techniques/Strategies identified
- Relational Dynamics identified
- NIWIHS provided
- NIWIHS Rationale provided

**Self-Evaluation:**

- Counseling Skills
- Multicultural considerations
- Wellness and Self-care

**Case/Progress Note:**

- Provided

**Paper Format:**

- Correct APA format

**References:**

- Provided in correct APA format

**Total Score:**

- 50
- 25
- 25
- 10
- 5