



**ED 7303: Applied Counseling Approaches and Methods**

**Clinical Mental Health**

**Sul Ross State University**

**Spring 2024**

**Instructor:** Glenn Short, MEd, LPC, NCC, CEI, CART

**E-Mail:** gshort@sulross.edu

**Office Number:** 432.294-0732

**Emergency Phone:** 432-837-8170

**Office Location:** MAB- 306

**On Campus Office Hours:** by appointment

**Off Campus:** virtual by appointment

**REQUIRED TEXT:**

AVAILABLE through MINDTAP CENGAGE only.

Corey, Gerald (2017). *Theory and Practice of Counseling and Psychotherapy, Enhanced (10th<sup>h</sup> ed.)* Belmont, CA: Brooks/Cole Updated

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: American Psychological Association.

**SUGGESTED SUPPLEMENTARY MATERIAL:**

- (1) Please note that you will need to have some type of video recording device for class and the capability to upload your video to you tube. There are several instructional videos on YouTube that will show you how to upload videos. Become

familiar with this as soon as you can. Another option is to use the MS -TEAMS app and record your video with transcription through this platform.

(2)

*NOTE: In previous classes there were significant delays in uploading final projects because students were not competent in uploading videos and waited to the last moment to upload. I will not accept this as an excuse any longer. So please learn how to upload ASAP...*

## **COURSE OBJECTIVES:**

The student will be able to:

1. Develop basic process and communication skills and demonstrate such skills in an actual audio-taped counseling session.
2. Demonstrate his/her knowledge of the stages of counseling, and the appropriate role of the counselor and the client in each stage.
3. Demonstrate in role play, class presentation, and written assignments, his/her knowledge of developmentally appropriate skills and techniques applicable with clients for academic, personal, and interpersonal needs.
4. Recognize the need for acting proactively and collaboratively regarding client challenges while demonstrating the selection of appropriate interventions from a variety of counseling theories.
5. Demonstrate knowledge of a variety of skills needed to effectively guide clients in such areas as crisis management, conflict resolution, and goal setting/attainment.
6. Articulate how human development, socio-cultural, and environmental factors shape the nature of the counseling relationship and the selection of interventions.
7. Develop an understanding of the professional, ethical, and legal issues that impact the selection and utilization of various counseling techniques.
8. Demonstrate an understanding of counseling performance skills, including process skills, personalization skills, conceptualization skills, and professional behavior.

**In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:**

CACREP Standard	Activity	SLOs
Common Core for all students:		

1. History and philosophy of the counseling profession (IIF1a);	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3 Testing	1,2,3
2. The multiple professional roles and functions of counselors across specialty areas and their relationships with human service and integrated behavioral health care systems, including including interagency and interorganizational collaboration and consultation (IIF1b);	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3 Testing	2,3
3. Counselors' role and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF1c);	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3 Testing	3
4. Self-care strategies appropriate to the counselor role (IIG1l);	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3 Testing	2,3
5. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF1g);	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3 Testing	1,2
6. The role and process of the professional counselor advocating on behalf of the profession (IIF1d);	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Testing	1,2,3
7. Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e); and	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3 Testing	3
8. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3 Testing	3
9. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3 Testing	1,2,3
10. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (IIF2a);	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3 Testing	2,3
11. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others.	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Testing	2,3

12. multicultural counseling competencies (IIF2c);	Lecture & Discussion, Assigned Reading Chapters 2 Testing	1,2,3
13. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies (IIF5m).	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Testing	1
<b>Standards for Clinical Mental Health Counseling (CMHC) track</b>		
1. Roles and setting of clinical mental health counseling (CMHC:VC1a);	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Testing Video Taped Session, Discussion Board Counselor Evaluation Assignment	1,2,3
2. Knows the roles and setting of clinical mental health counselors (CMHC: VC2a)	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Testing Video Taped Session, Discussion Board Counselor Evaluation Assignment	1,2,3
3. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks. (CMHC:VC2c);	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Testing Video Taped Session, Discussion Board Counselor Evaluation Assignment	1,3
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC:VC2k);	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Testing Video Taped Session, Discussion Board Counselor Evaluation Assignment	1
5. Is aware of legal and ethical considerations specific to clinical mental health counseling (CMHC:VC2l);	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3	1,2

	Testing	
6. Understands the record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CMHC:VC2m);	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3 Testing	3
7. Applies knowledge of legislation and government policy relevant to clinical mental health counseling (CMHC:VC2i);	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3 Testing	2,3
1. Understands effective strategies for interfacing with integrated behavioral health care professionals (CMHC:VC3d)	Lecture & Discussion, Assigned Reading Chapters 1 , 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Testing Video Taped Session, Discussion Board Counselor Evaluation Assignment	1,2,3

### **Student Learning Outcomes**

**This course contributes to the following required student learning outcomes:**

1. Students will demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect clients' ability to achieve their potential.
2. Students will demonstrate their ability to plan, implement, and evaluate a developmental counseling program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques and interventions to address personal, interpersonal/social, educational, and career needs.
3. Students will demonstrate their ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

### **ATTENDANCE POLICY:**

You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Attendance at and prompt arrival for ALL class sessions is expected. If unable to attend a class session, please contact the instructor PRIOR to that session. Note that contacting the professor does not automatically “excuse” the absence. In addition, SRSU policy states that “An absence is defined as non-attendance in fifty minutes of class” and that “instructors will drop a student from a course when the student has a total of nine absences.” **Missing an entire weekend format class will cause you to be dropped from the course.**

## **COURSE REQUIREMENTS:**

### **Assigned Reading**

A schedule of assigned reading is attached to this syllabus. Complete reading assignments and study the material PRIOR to the class for which they are assigned.

### **Short Quizzes and Exam**

Individual chapter quizzes and a mid-term exam will be administered.

### **Class Participation**

Appropriate participation in discussions, activities, and role play will be an integral part of the learning process; respectful and professional conduct in the classroom is expected.

### **Final Assignment Video and final written summary**

In lieu of a written final exam, each student will conduct a digitally formatted video recorded counseling session with an assigned client. Each student will serve as a client and counselor within your assigned pairing. Students are expected to demonstrate the ability to utilize specific counseling skills practiced in class, but relevant to the client’s needs. To preserve confidentiality we will be signing confidentiality agreements. In order to receive full credit for your final project the following must be submitted:

Students will provide a **Unlisted link** to your uploaded You Tube video o

Mail me a zip drive with your video to 405 N Cherry Alpine Texas 79830  
 . (you will not get your zip drive back, also note mail time and due date)

Or Microsoft TEAMS video

Videotaped session must include the following.

1. Introductory session outlining the client issue, the approach and techniques you plan on utilizing (no more than 5 minutes)
2. The session itself from beginning to end (30 to 45 minutes)
3. A summary of the session (no more than 5 minutes)

A thorough description of the written summary report can be found on blackboard under the assignments tab.

**Teleconferences / Debriefing**

Once the videotaped session has been reviewed each student will be required to debrief their individual performance with the instructor. This is an opportunity for the student to defend their style and the thought processes behind their approach and process. The rubric used to grade the videotaped session and the debriefing is attached to this syllabus and can be found on blackboard. It is recommended that you review this to know what is required.

Note: Grades are earned based on the quality of the work completed. Late assignments are not accepted.

**All written assignments must follow the writing style found in the Sixth edition of the American Psychological Association Publication Manual (APA Manual). See *American Psychological Association Publication Manual* <http://www.apastyle.org/stylehelper/>**

**GRADING:    A=100-91%    B=90-81%    C=80-71%    F=70-0%**

Class Participation	10%
Chapter Quizzes	30%
Mindtap Assignments	25%
Final Project	35%
Total.....	100%

Graduate students must maintain a 3.0 GPA to remain in good standing.

Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

**SRSU Disability Services:** The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for disability services. Students seeking disability services must contact Mary Schwartz in Counseling and Disability Services, Ferguson Hall, Rm. 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203.

**Calendar of Assigned Reading, Assignment Due Dates**

Corey, Gerald (2013). *Theory and Practice of Counseling and Psychotherapy, Enhanced (10<sup>th</sup> ed.)* Belmont, CA: Brooks/Cole

*All Assignments are open on Monday and remain open through the following Monday with the exception of week 1 which starts on Wednesday the 17<sup>th</sup>.*

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<b>Week</b>	<b>Chapters</b>	<b>Assignments</b>	<b>Date open - Monday</b>	<b>Due date midnight - Monday</b>
Week 1	1	Mind Tap	Jan 17	Jan 22
Week 2	2 and 3	Mind Tap	Jan 22	Jan 29
Week 3	4	Mind Tap	Jan 29	Feb 5
Week 4	5 and 6	Mind Tap	Feb 5	Feb 12
Week 5	7	Mind Tap	Feb 12	Feb 19
Week 6	8 and 9	Mind Tap	Feb 19	Feb 26
Week 7	10	Mind Tap	Feb 26	March 4
Week 8	11 and 12	Mind Tap	March 4	March 11
<b>SPRING BREAK</b>	<b>No Assignments</b>		<b>March 11</b>	<b>March 19</b>
Week 9	13	Mind Tap	March 18	March 25
Week 10	14 and 15	Mind Tap	March 25	April 1
Week 11	16 and 17	Mind Tap	April 1	April 8



Week 12 /13	Practice and video Taped Session	Zoom Partner Practice – Intake, Handouts of Various Techniques found on Blackboard	April 8	April 22
VIDEO		30 minute Video Taped Session		Due April 24at Midnight
Week 14 / 15		Teleconferences	April 24	May 7

### **RUBRIC for Videotaped Session**

#### **Theoretical Framework (Observed and Defended): (30 points)**

Theory or Theories supported (5) \_\_\_\_\_

\_Techniques Utilized(5) \_\_\_\_\_

-Rationale for Technique(S)(5) \_\_\_\_\_

-Flow of intervention(5) \_\_\_\_\_

- Strategy(5) \_\_\_\_\_

-Reason for change in approach(5) \_\_\_\_\_

#### **Counseling Acumen- as it applies to approach: (30 points)**

- Process Skills(5) – counseling vs. problem-solving or advice giving, good closure, session well- structured, gently use confrontation etc... \_\_\_\_\_

\_Personalization Skills(5)\_– Identification of client problem vs own opinion- transference vs counter, Allow yourself to be wrong? Allow client freedom of expression, too much of the talking, and you interpreted too quickly or forcefully \_\_\_\_\_

Conceptualization Skills(5)- Identification of client themes, Kept track of what the client was saying vs behavior. Clarification of the story \_\_\_\_\_

Listening Responses(5)- Reflection used, Empathy observed, Unconditional positive regard, etc \_\_\_\_\_

Leadership/competence during session(5)\_\_\_\_\_

-Confidence / Command of Session(5)\_\_\_\_\_

**Organization: (20points)**

-All parts fit together to create a meaningful direction for your Client, Building for next session and focus around theme use of homework check in etc.(10)\_\_\_\_\_

-Clear focus throughout the presentation(10)\_\_\_\_\_

**Time Management: (10points)**

-Staying within time frame (Sufficient time(5)\_\_\_\_\_

-Smooth transitioning (Client pace vs Counselor Pace)(5)\_\_\_\_\_

**Professionalism: (10points)**

-Appearance (5)\_\_\_\_\_

-Easily Understood(5)\_\_\_\_\_

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**Conclusion Notes for Debriefing (Rationale for Adjustments to Score)**

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