Course Information

Course Description
Knowledge and application of conceptual and practical skills needed for individual and group counseling. Emphasis is placed on working within an evidence-based treatment model of selecting and applying interventions. Designed to prepare students for practicum.

Course Credits
3 credit hours

Prerequisite and Co-requisite Courses
None

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and PowerPoint are expectations of the psychology and sociology program.

Program Outcomes
The graduate programs in psychology are designed to meet the needs of:
• Students preparing for professional careers in applied psychology, counseling psychology, experimental psychology, or industrial organizational psychology.
• Students preparing for careers in professional counseling as licensed professional counselors or as licensed psychological
associates.

- Students preparing for advanced graduate studies in psychology.
- Students preparing for a teaching career in higher education.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td>All readings and assignments</td>
</tr>
<tr>
<td>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.</td>
<td></td>
</tr>
<tr>
<td>Learning to apply course material to improve thinking, problem solving, and decisions.</td>
<td>All readings and assignments</td>
</tr>
<tr>
<td>Learning to analyze and critically evaluate ideas, arguments, and points of view.</td>
<td>All readings and assignments</td>
</tr>
<tr>
<td>Utilize introductory level counseling skills of several empirically supported treatments</td>
<td>All readings and assignments</td>
</tr>
</tbody>
</table>

**Course Delivery**

This is a face-to-face course with learning resources and supplemental materials posted in Blackboard. However, as this course requires interaction between participants, some elements of the course may occur online, rather than face-to-face.

**Required Texts and Materials**


Additional course readings will be provided online as PDFs or Word documents.

**Technology Requirements**

To successfully complete this course, students need:

- A computer capable of running Windows 7 or later, or Mac OS X 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Webcam or other type of video recording device

**ASU Mandatory COVID-19 Statement**

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

**Tentative Schedule & Topic Outline**

<table>
<thead>
<tr>
<th>Topic &amp; Required Reading</th>
<th>General Description of Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D = Discussion Topic</strong></td>
<td></td>
</tr>
<tr>
<td><em>Assignments Due</em></td>
<td></td>
</tr>
<tr>
<td><strong>8/18:</strong></td>
<td>Introduction to Counseling</td>
</tr>
<tr>
<td>Crisp (2014)</td>
<td>Master Therapists</td>
</tr>
<tr>
<td>Butera (2010)</td>
<td></td>
</tr>
<tr>
<td><strong>Monday, August 31st</strong></td>
<td>Census: Official Date of Record (Last Day to Drop)</td>
</tr>
<tr>
<td><strong>8/25:</strong></td>
<td>“W” period starts 9/1</td>
</tr>
<tr>
<td>Lilienfeld (2007) - D</td>
<td>Fundamental Aspects of Therapy and Doing no Harm</td>
</tr>
<tr>
<td>Klatte et al. (2018) – D</td>
<td></td>
</tr>
<tr>
<td>Brooks-Harris: Ch. 1 – D</td>
<td></td>
</tr>
<tr>
<td>Thomason (2016)</td>
<td></td>
</tr>
<tr>
<td>Rogers (1980)</td>
<td></td>
</tr>
<tr>
<td><strong>Monday, Sept. 7th</strong></td>
<td>University Closed in observance of Labor Day</td>
</tr>
<tr>
<td><strong>9/1:</strong></td>
<td>Two Integrative Methods of Conceptualizing the Therapy Process</td>
</tr>
<tr>
<td>Hill: Chs. 1-2 (D – Ch. 2)</td>
<td>CBT &amp; EFT Conceptualization (Two more integrative methods)</td>
</tr>
<tr>
<td>Harris et al. (2014) – D</td>
<td></td>
</tr>
<tr>
<td>Beck: Chs. 1-3 (D – Ch. 3)</td>
<td></td>
</tr>
<tr>
<td>Greenberg: Chs. 1-3 (D – Ch. 2)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Reading Material</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9/8:</td>
<td>Hill: Chs. 5-6 (D – Ch. 5) Miller &amp; Rose (2009) – D</td>
</tr>
<tr>
<td>9/15:</td>
<td>Hill: Chs. 10-11 (D – Ch. 10) McWilliams: Ch. 6 – D Summers &amp; Barber – Ch. 2 – D Luborsky et al. (1994) or Barber et al. (1995) - D</td>
</tr>
<tr>
<td>9/22:</td>
<td>Beck – Ch. 9 – D Beck – Ch. 10 – D Greenberg: Chs. 4-6 (D – Ch.6) Hill: Ch. 8 – D</td>
</tr>
<tr>
<td>9/29:</td>
<td>Beck: Ch. 11-12 (D – Ch. 11) Greenberg: Ch. 7 – D Martell et al. – Ch. 4 – D No Weekly Practice Videos Due</td>
</tr>
<tr>
<td>10/6:</td>
<td>Hill: Ch. 7 – D Summers &amp; Barber: Ch. 9 – D Beck – Ch. 16 – D</td>
</tr>
<tr>
<td>10/13:</td>
<td>Hill: Chs. 15-16 (D – Ch. 15) Beck: Ch. 6 - D Beck: Ch. 13 – D Greenberg: Ch. 8 - D</td>
</tr>
<tr>
<td>10/20:</td>
<td>Beck: Ch. 14 – D Greenberg: Ch. 9 - D</td>
</tr>
<tr>
<td>10/27:</td>
<td>Hill: Ch. 18 – D Brooks-Harris: Ch. 2 – D Brooks-Harris: Ch. 3 – D</td>
</tr>
<tr>
<td>11/3:</td>
<td></td>
</tr>
</tbody>
</table>
| Hill: Ch. 13  
No Discussions or Practice Videos Due |
| Advanced Skills: Process versus Content for Shifting Focus when You’re Stuck  
Transformation Skills Video and Summary Due 11/7 |
| Tuesday, November 10th |
| Last day to Withdraw from Class |
| 11/10: |
| Beck – Ch. 18 - D  
Vasquez et al. (2008) – D  
Goode et al. (2017) - D  
Tsai et al. (2017) - D |
| Termination |
| 11/17: Final Exam (Part I):  
Practice Demonstration |
| *In-Class Review of Practice Videos* |
| 11/21 (Saturday):  
Final Exam (Part II):  
Cumulative Mult. Choice Exam |
| *In-Class Cumulative Multiple-Choice Exam 11/21* |

**Communication**

Faculty will respond to email messages within 24-48 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday. Telephone message may be delayed depending when messages are received in relation to office hours.

Students are encouraged to email the instructor if they have any questions or concerns. When emailing the instructor, please include your class name and time (or “Online”) in the subject line (for example, Stats, Online). **Please be respectful in your emails.** This includes addressing the professor properly and signing your full name. If you would like to meet virtually or by phone with the instructor, please approach it this way: send an email requesting a meeting, and give three possible options, in terms of days and time slots that work for you.

*Written communication via Blackboard:* It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

*Written communication via email:* All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

*Virtual communication:* Office hours and/or advising may be done with the assistance of the telephone, Skype, or another virtual program.
Grading

Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Psychotherapy Practice Videos (10 total)</td>
<td>100 points</td>
</tr>
<tr>
<td>Discussion Leader &amp; Weekly Reflection (11 total)</td>
<td>100 points</td>
</tr>
<tr>
<td>Exploration Skills Video &amp; Summary</td>
<td>100 points</td>
</tr>
<tr>
<td>Transformation Skills Video &amp; Summary</td>
<td>100 points</td>
</tr>
<tr>
<td>Cumulative Final Exam (Two Parts – 50 points each)</td>
<td>100 points</td>
</tr>
<tr>
<td>Part I: Review/Demo of Practice Videos</td>
<td></td>
</tr>
<tr>
<td>Part II: Cumulative Multiple-Choice Exam</td>
<td></td>
</tr>
</tbody>
</table>

Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
A = 450-500 points
B = 400-449 points
C = 350-399 points
F = Less than 350 points

Teaching Strategies
- Readings, Lectures, Discussion, Therapy Practice, and PowerPoint
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

Weekly Psychotherapy Practice Videos: Each week you will practice your psychotherapy skills and record yourself with a fellow student conducting a 20-30 minute practice therapy session (and then playing the role of client for your partner). These sessions may be recorded face-to-face, or online (via zoom, collaborate, or some other format). You can choose the format of your
videos so long as it can be uploaded to Blackboard. If you are not sure whether a format will work, please check by attempting an upload and/or contact the ASU technology service center for assistance. You do not need to upload your entire practice session, but should upload approximately an 8-10 minute segment of the video where you are demonstrating the skills discussed during the corresponding week of class. These videos will be graded based on completion.

**Weekly Reading Reflection and Discussion Leader**: Every week you will complete a weekly reading reflection over the readings for the week. These reflections should be in a narrative format, and should be at least 1-page in length. You should summarize the readings, including what stood out as important or meaningful to you, and keep in mind that it’s probably helpful to include anything from the articles that you think you might need to know for the exam, so that you will already have put together a study guide. Every 2-3 weeks, you will serve as a discussion leader, summarizing one of the readings for the class in a second 1-page summary, and leading the class in a discussion of the topic. For topics describing psychotherapy skills, you should be prepared to demonstrate these skills with the professor or fellow students. Each article should be discussed in approximately 15-20 minutes, allowing time for all articles to be discussed in the allotted class period. Your 1-page reading reflection will be turned in each week during class, and you will also turn in your 1-page discussion leader summary during class on the weeks that you serve as a discussion leader.

**Exploration and Transformation Skills Videos and Summaries**: You will record two mock sessions with a fellow student (serving as a client for your partner as well). These sessions may be recorded face-to-face, or online (via zoom, collaborate, or some other format). You can choose the format of your videos so long as it can be uploaded to Blackboard. If you are not sure whether a format will work, please check by attempting an upload and/or contact the ASU technology service center for assistance. You need to demonstrate proficiency with the respective skills (Exploration, & Transformation) that have been learned during each section of the course. Each video should be approximately 15-20 minutes, without breaks in the session. You also need to write a one-page narrative describing the skills you are using in the session and give a rationale for why you believe each skill would be helpful in the particular instances in which you use them. These videos will be graded based on quality, i.e., proficiency with skills.

**Comprehensive Final Exam (Two-Parts)**:

**Multiple-Choice Exam**: There will be one Comprehensive Final Exam for this class. The exam will be cumulative. The exam will generally be composed of multiple choice, true/false, and matching, and may including some recognition of quotes by the authors read during the course of the semester or theoretical orientation examples. The exam will include information from your readings, lectures, discussions, assignments, and any other content or activities from the class. The exam will consist of approximately 40-50 questions. You may use a 1 page (front and back) handwritten or typed page of notes, which you create yourself, to aid you on the exam. The final exam will be in class, as scheduled on the calendar above. You will need a scantron to take this exam.


Review/Demonstration of Practice Videos: For this portion of the final exam, you will review and show to the class 3-4 minutes of video from early in the semester and 3-4 minutes from later in the semester. The point of this exercise is to demonstrate (to yourself and the class) in what ways you have grown as a counselor and to recognize areas for continued development. You will give a 1-2 minute description of what you believe to be areas where you have grown and areas where you need more focus, followed by 1-2 minutes of feedback from the class.

Assignment Submission
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at Leslie.Kelley@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy
Attendance/Make-Up Policy: Attendance/Participation is required for this online course. The course is set up on weekly modules. The week begins on Monday and ends on Saturday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Assignments are open for approximately one week. Exams are open for two days. Exams must be taken on the assigned day(s) and within the assigned times. I must know no later than 2 weeks in advance if circumstances may prevent you from taking an exam at the specified time. There will be no makeup exams except in cases of serious illness or some other extreme event such as a death in the family. In these instances, you must obtain a note from your physician or Dean, and present it to the instructor. The instructor will determine if a student will be allowed to make-up the assignment. If permitted to make-up an exam, you will have 2 days after the missed exam to make it up and failure to do so will result in a zero.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)

Student Responsibility and Attendance
You are expected to keep within the on-going discussion typically the nature of a psychology class by coming to class and completing your assignments each day, and perhaps most importantly, by maintaining ongoing communication with your professor and fellow classmates.
over the course of the entire semester. Failing to do so regularly will result in failure to finish assignments on time and may result in a low or failing grade.

**Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s [Statement of Academic Integrity](#).

**PLAGIARISM**

Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center: [Angelo State University's Writing Center Website](#).

**Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability](#).
The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other
types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of
gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The
term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual
intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal
violence (domestic violence or dating violence), sexual violence, and any other misconduct
based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX
Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D.
You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report
incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to
someone in confidence about an issue, you may contact the University Counseling Center (325-
942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-
2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s
policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty
who teach them. Evaluations are most helpful when they are honest, fair, constructive, and
pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use
student suggestions in making modifications in courses, labs and clinical experiences.
Angelo State University uses the IDEA (Individual Development and Educational Assessment)
system administered through Kansas State University for all course evaluations. The Office of
Institutional Research and Assessment administers IDEA for the entire university, online and
has established a policy whereby students can complete course evaluations free from coercion.
Areas on the IDEA evaluation include:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

End of Syllabus

2. https://www.angelo.edu/catalogs/
4. https://www.angelo.edu/services/disability-services/
5. https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6. https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of