



COUN 6000 Advanced Techniques

Spring 2021

Tuesdays 5:15pm- 8:00 pm

CAB: TBD

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Course Description:

An intensive study of evidence-based practice (EBP) and advanced theories within rehabilitation counseling, as well as an examination of outcome research relating to the use and application of these theories and techniques. Class format will include lecture, discussion, and assignments designed to increase student's knowledge and understanding of EBP, counseling theories and their application to rehabilitation counseling practice

Methods of Instruction:

The content of this course will be delivered in a hybrid format through assigned readings, online lectures, seminar discussions, multimedia presentations, case presentations, and small group discussion.

Course Objectives

Upon completion of this course, students will be able to understand the following:

- 1) Theories and models of counseling (CACREP II.F.5.a)
- 2) Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationship (CACREP II.F.5.d)
- 3) Counselor characteristics and behaviors that influence the counseling process (CACREP II.F.5.f)
- 4) Essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.g)
- 5) Developmentally relevant counseling treatment or intervention plans (CACREP II.F.5.h)
- 6) Development of measurable outcomes for clients (CACREP II.F.5.i)
- 7) Evidence-based counseling strategies and techniques for prevention and intervention (CACREP II.F.5.j)
- 8) Processes for aiding students in developing a personal model of counseling (CACREP II.F.5.n)
- 9) Theories and models related to clinical mental health counseling. (Clinical Mental Health Counseling V.C.1.b.)
- 10) Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (Clinical Mental Health Counseling V.C.1.d.)

- 11) Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. (Clinical Mental Health Counseling V.C.3.a.)
- 12) Techniques and interventions for prevention and treatment of a broad range of mental health issues. (Clinical Mental Health Counseling V.C.3.b.)
- 13) Strategies for interfacing with the legal system regarding court referred clients. (Clinical Mental Health Counseling V.C.3.c.)
- 14) Strategies for interfacing with integrated behavioral health care professionals. (Clinical Mental Health Counseling V.C.3.d.)
- 15) Strategies to advocate for persons with mental health issues. (Clinical Mental Health Counseling V.C.3.e.)
- 16) A systems approach to conceptualizing clients (CACREP II.F.5.b)
- 17) Theories, models, and strategies for understanding and practicing consultation (CACREP II.F.5.c)

Required Text(s):

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.,). New York: Guilford.

Recommended:

Rosengren, D. B. (2017). *Building motivational interviewing skills: A practitioner workbook* (2nd ed.,). New York: Guilford.

Student Expectations

Expectations for this class include the following:

1. **Be Prepared:** Students are expected to come to class prepared for any discussions or activities that may occur by reading all assigned material and by bringing any written or electronic assignments required for class.
2. **Be Present and On Time:** Students are expected to attend each class, be on time, and remain until the end of class. Notify the professor in advance, if possible, when it is necessary to be absent, to be late, or to leave early. Points may be deducted at the discretion of the professor for absences or tardiness. Grades may also naturally suffer when students are not present for class.
3. **Remember Due Dates:** Students are expected to complete all assignments on time. Points will be deducted for late assignments. Overall assignment grade will be deducted 10% each day the assignment is late and no assignments will be accepted one week after due date. Any extenuating circumstances must be discussed with the professor before the due date. How these circumstances are handled is solely at the discretion of the professor.

4. **Submit Electronically:** All written assignments are to be submitted electronically as email attachments or within Moodle on or before the due date.
5. **Be Respectful:** Students are expected to be respectful and sensitive to beliefs and ideas that may be different from their own. Our class is representative of the diversity that students experience when working in the field of counseling or in any field or activity outside of the classroom. **One example of that respect is to refrain from having private conversations while others are addressing the class.**
6. **Be Electronically Respectful:** Students will refrain from using **cell phones or other electronic devices** during class time, **except** in the activity of taking notes. You may be asked to completely refrain from using electronic devices in class **or to leave class** as a result of texting, answering phone calls, browsing social media, or surfing the internet. Please **silence all phones** during class time.
7. **APA Style:** All written work must be typed using the formatting style outlined in the manual published by the American Psychological Association (APA). You will need to purchase a current APA style manual and become familiar with the formatting procedures for font, margins, citations, references, et al. By the middle of the semester, you are expected to be able to create APA formatted documents. Grades on written work prepared outside of class may be reduced as a result of incorrect formatting, grammar, sentence or paragraph structure, and frequent typos or misspellings. **Please get help** if you are having a difficult time with writing skills.
8. **Have Fun:** Students are expected to have fun learning about the subject matter.

Assignments

- A. **MI Lab and Tape (20 points; 20% of final grade)** (*Course Objective 1, 2, 3, 4, 5, 7, 9, 11,2, 13, 14, & 15*)

You will need to partner with another student to practice the Motivational Interviewing (MI) techniques. Labs will give you the opportunity to practice the skills with your partner. Once you have completed the labs you and your partner will record a counseling demonstration tape with one person acting as the counselor and the other acting as the client, and then switch so the other student is the counselor, and tape again. The tapes will need to be **30 minutes long**. You will need to demonstrate the specific counseling techniques discussed in class for the theory. Rubrics will be provided.

Note: this is a Key Performance Indicator (Standard CACREP II.F.5)

- B. **CBT Lab and Tape (20 points; 20% of final grade)** (*Course Objective 1, 2, 3, 4, 5, 7, 9, 11,2, 13, 14, & 15*)

You will need to partner with another student to practice the Cognitive Behavioral Therapy (CBT). Labs will give you the opportunity to practice the skills with your partner. Once you have completed the labs you and your partner will record a counseling demonstration tape with one person acting as the counselor and the other acting as the client, and then switch so the other student is the counselor, and tape again. The tapes will need to be **30 minutes long**. You will need to demonstrate the specific

counseling techniques discussed in class for the theory. Rubrics will be provided. *All tapes will be recorded via Microsoft Teams to ensure safety during Pandemic.*

Note: this is a Key Performance Indicator (Standard CACREP II.F.5)

C. BSFT Lab and Tape (20 points; 20% of final grade) (Course Objective 1, 2, 3, 4, 5, 7, 9, 11,2, 13, 14, & 15)

You will need to partner with another student to practice the Brief Solution Focused Techniques (BSFT). Labs will give you the opportunity to practice the skills with your partner. Once you have completed the labs you and your partner will record a counseling demonstration tape with one person acting as the counselor and the other acting as the client, and then switch so the other student is the counselor, and tape again. The tapes will need to be **30 minutes long**. You will need to demonstrate the specific counseling techniques discussed in class for the theory. Rubrics will be provided.

Note: this is a Key Performance Indicator (Standard CACREP II.F.5)

D. Treatment Plan (40 points; 40% of final grade) (Course Objective 1, 5, 6, 7, 9, 11, 12, 13, 14, & 15)

Develop a 5-10 page treatment plan from a case vignette that you create. The treatment plan should use SMART goals with one long term goal and three short term goals. Each short-term goal should have two corresponding objectives. Choose a EBP theory as the foundation of the treatment plan (MI, CBT, BSFT, or other EBP discussed). Identify three interventions that would be appropriate to use with case vignette and that align with chose theory. Provide description of the intervention, rational for the use, and expected outcome of the strategy.

Note: this is a Key Performance Indicator (Standard CACREP II.F.5)

The LaGrange College Honor Code

Students are expected to abide by the Honor Code, which is listed below. All assignments are to be completed by the student and in the student's own words. Students who use any source other than the text must give full credit to that source. Direct quotes, even from the text, must be shown within quotation marks and accompanied by the author and page number where the quote can be found. A reference list must be provided at the end of the student's work.

Students are encouraged to study or consult with classmates as they complete daily or weekly class preparation, but they should not share any information in the taking of an exam.

Violations of these policies will be turned over to the Honor Council for further action as specified in the Student Handbook:

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others. I pledge that I have neither given nor received unauthorized help on this examination or assignment, nor have I witnessed any violation of the Honor Code.

Accommodation Policy and Procedure

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, LaGrange College will provide reasonable accommodations of all medically documented disabilities. If you have a disability, please contact Brandi Cameron, Coordinator of Learning Disability Support Services at 706-880-8269. She is located in Smith Hall in room 121.

Course Content Outline

Date	Topic	Readings & Assignments	Course Objectives
Week 1 2/9	Review syllabus, Introduce EBP & the main theories. Treatment Planning	Introduction to course Begin EBP introduction	2.E., 2.5.d., 2.5.j., 5.C.1.b; 5.C.3.b
Week 2 2/16	Evidence Based Practices & Motivational Interviewing	Motivational Interviewing Meet via Teams	2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.j., 5.C.1.b., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.
Week 3 2/23	Motivational Interviewing (MI)	Motivational Interviewing	2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.h., 2.5.i., 2.5.j., 5.C.1.b., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.
Week 4 3/2	Motivational Interviewing Process & Techniques	MI LAB Via Teams	5.C.1.b., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.
Week 5 3/9	Motivational Interviewing Process & Techniques	MI TAPE DUE- Hybrid Class	2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.g., 2.5.j., 5.C.1.b., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.
Week 6 3/16	CBT Process & Techniques	Book Chapter from Beck Book located on Connect Beck CBT Handbook	2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.g., 2.5.j., 5.C.1.b., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.
Week 8 3/23	CBT Process & Techniques	Beck CBT Handbook CBT Lab Practice via Teams	2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.g., 2.5.j., 5.C.1.b., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.
Week 9 3/30	CBT Processes & Techniques	CBT Recorded Lectures and Overview	5.C.1.b., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.
Week 10 4/6	CBT Processes & Techniques	CBT TAPE DUE- Hybrid Class	2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.g., 2.5.h., 2.5.i., 2.5.j., 5.C.1.b., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.

Week 11 4/13	Brief Solution Focused Therapy Techniques	BSFT Techniques	2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.g., 2.5.h., 2.5.i., 2.5.j., 5.C.1.b., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.
Week 12 4/20	Brief Solution Focused Therapy Techniques (BSFT)	BSFT Techniques	5.C.1.b., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.
Week 13 4/27/20	Brief Solution Focused Therapy Techniques (BSFT)	BSFT LAB TREATMENT PLAN DUE	2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.h., 2.5.h., 2.5.i., 2.5.j. 5.C.1.b., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.
Week 14 5/4/20	Brief Solution Focused Therapy Techniques (BSFT)	BSFT TAPE DUE- Hybrid Class (Finals week)	2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.h., 2.5.h., 2.5.i., 2.5.j. 5.C.1.b., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.

Current Course-Related Research

Beck, J. S. (2017). *CBT Workshop Packet*. Bala Cynwyd, PA: Beck Institute of Cognitive Behavior Therapy.

Iarussi, M., Tyler, J., Crawford, S., & Crawford, C. V. (2016). Counselor training in two evidenced-based practices: Motivational interviewing and cognitive behavior therapy. *The Journal of Counselor Preparation and Supervision, 8*(3). <http://dx.doi.org/10.7729/83.1113>

The Pennsylvania Child Welfare Resource Center. (n.d.) *Solution-Focused Interviewing Skills and Questions*.

Young, F. (n.d.) Solution-focused therapy integrated with cognitive behavior therapy treating eating disordered athletes.

Course Rubric and Grading Scale: All assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

Assignment	Points Poss.	Course Objective
Lab (3) & Tape (3)	60 (Tape -20 pts. each)	CO 1, 2, 3, 4, 5, 7, 9, 11,2, 13, 14, & 15
Treatment Plan	40	CO 1, 5, 6, 7, 9, 11, 12, 13, 14, & 15
TOTAL	100	

**Counseling Skills Demonstration Rubric
Cognitive Behavioral Therapy (CBT)
(20 points)**

	Specific Descriptors	High Mastery (4)	Medium Mastery (3-2)	Low Mastery (0-1)
Professional Behavior	Behaves in a professional manner through demonstration of empathy with respect, use of paraphrasing, complimenting, reinforcement, summarization, and body language that promotes a healthy therapeutic alliance.	Demonstrates consistent and advanced use of respectfulness and thoughtfulness. Demonstrates effective and advanced use of skills such as paraphrasing, complimenting, and body language.	Demonstrates inconsistent use of respectfulness and thoughtfulness. Demonstrates inconsistent or ineffective use of skills such as paraphrasing, complimenting, and body language.	Demonstrates limited to low use of respectfulness and thoughtfulness. Demonstrates limited use of skills such as paraphrasing, complimenting, and body language
Identification of Client Concerns	Counselor identifies who and what are important to the client; client's vision of a preferred future; pre-session change.	Demonstrates effective and advanced use of questioning techniques to identify pre-session change and client's vision for the future.	Demonstrates inconsistent or ineffective use of questioning techniques to identify pre-session change and client's vision for the future in unclear.	Does not demonstrate use of questioning techniques to identify pre-session change and is unable to identify client's vision for the future
Setting CBT goals and Agenda Setting	Counselor sets session agenda and identifies client's goals through the exploration of client symptoms including moods and cognitions that have occurred in the past week.	Demonstrates effective and advanced use of CBT techniques and agenda setting while clearly identifying client's moods and cognitions in the last week.	Demonstrates inconsistent or ineffective of CBT techniques and agenda setting, while vaguely identifying client's moods and cognitions in the last week.	Does not demonstrate use of the of CBT techniques or set an agenda, does not identify client's moods and cognitions in the last week. Does not utilized

	Followed by collaboratively setting goals to address symptoms.	Utilized symptoms to collaboratively set treatment goals.	Inaccurately utilized symptoms to collaboratively set treatment goals.	symptoms to collaboratively set treatment goals.
CBT Technique of Psychoeducation about Cognitive Model	Counselor identifies cognitions of client and psychoeducates the client on the cognitive model and how it relates to positive change for client.	Demonstrates effective and advanced skills to identify cognitions of client and psychoeducate the client on the cognitive model and how it relates to positive change for client.	Demonstrates inconsistent or ineffective use of skills to identify cognitions of client and psychoeducate the client on the cognitive model and how it relates to positive change for client.	Does not identify cognitions of client and psychoeducate the client on the cognitive model and how it relates to positive change for client.
Ending the Session/Homework Assignment	Counselor works with client to identify exercise or activity for client to engage in between sessions; summarizes session; makes plans for future sessions.	Demonstrates effective and advanced skills in order to collaborate with client to create homework assignments, summarize session, and identify plan for next session.	Demonstrates inconsistent or ineffective use of skills in order to collaborate with client to create homework assignments, summarize session, and identify plan for next session.	Does not identify homework with client, summarize session, or identify plan for next session.

Grade: _____ / 20

Comments:

**Counseling Skills Demonstration Rubric
Motivational Interviewing (MI)
(20 points)**

	Specific Descriptors	High Mastery (4)	Medium Mastery (3-2)	Low Mastery (0-1)
Professional Behavior	Behaves in a professional manner through demonstration of empathy with respect, use of basic counseling skills, and body language that promotes a healthy therapeutic alliance.	Demonstrates consistent and advanced use of respectfulness and thoughtfulness. Demonstrates effective and advanced use of basic counseling skills and body language.	Demonstrates inconsistent use of respectfulness and thoughtfulness. Demonstrates inconsistent or ineffective use of basic counseling skills and body language.	Demonstrates limited to low use of respectfulness and thoughtfulness. Demonstrates limited use of basic counseling skills and body language.
Engaging the Client	Counselor works to build rapport and understand client's reality through the use of open-ended questions, affirmations, reflections, and summaries (OARS);	Demonstrates effective and advanced use of OARS in order to engage the client in the process and understand the client's reality.	Demonstrates inconsistent or ineffective use of OARS in order to engage the client in the process and understand the client's reality.	Does not demonstrate use of OARS in order to engage the client in the process and understand the client's reality.
Focusing on what the client wants to work on	Counselor collaborates with client to set an agenda, find a strategic focus, addresses ambivalence, and asks permission to	Demonstrates effective or advanced collaboration with client in order to set agenda, find a focus, address ambivalence, and	Demonstrates inconsistent or ineffective collaboration with client in order to set agenda, find a focus, address ambivalence, ask permission to	Does not collaborate with client in order to set agenda, find a focus, address ambivalence, and does not ask permission to share information with

	share information with client.	asks permission to share information with client.	share information with client.	client.
Evoking client's motivation	Counselor uses active listening, selective responses, and selective summaries in order to identify the client's desire for action.	Demonstrates effective and advanced skills such as active listening and summaries. Counselor is able to identify and reflect client's desire for action.	Demonstrates inconsistent or ineffective use of skills such as active listening and summaries. Counselor is partially able to identify and reflect client's desire for action.	Does not use skills such as active listening and summaries. Counselor is unable to identify and reflect client's desire for action.
Planning	Counselor and client work to develop and action plan that addresses barriers and obtains commitment from client to execute action plan.	Demonstrates effective and advanced skills in order to collaborate with client to develop an action plan, effectively address barriers, and obtains full commitment from client to execute action plan.	Demonstrates inconsistent or ineffective use of skills in order to collaborate with client to develop an action plan, effectively address barriers, and obtains some commitment from client to execute action plan.	Does not work with client to develop an action plan, does not effectively address barriers, and does not obtain commitment from client to execute action plan.

Grade: _____ / 20

Comments:

**Counseling Skills Demonstration Rubric
Brief Solution Focused Techniques (BSFT)
(20 points)**

	Specific Descriptors	High Mastery (4)	Medium Mastery (3-2)	Low Mastery (0-1)
Professional Behavior	Behaves in a professional manner through demonstration of empathy with respect, use of paraphrasing, complimenting, reinforcement, summarization, and body language that promotes a healthy therapeutic alliance.	Demonstrates consistent and advanced use of respectfulness and thoughtfulness. Demonstrates effective and advanced use of skills such as paraphrasing, complimenting, and body language.	Demonstrates inconsistent use of respectfulness and thoughtfulness. Demonstrates inconsistent or ineffective use of skills such as paraphrasing, complimenting, and body language.	Demonstrates limited to low use of respectfulness and thoughtfulness. Demonstrates limited use of skills such as paraphrasing, complimenting, and body language
Identification of Client Concerns	Counselor identifies who and what are important to the client; client's vision of a preferred future; pre-session change.	Demonstrates effective and advanced use of questioning techniques to identify pre-session change and client's vision for the future.	Demonstrates inconsistent or ineffective use of questioning techniques to identify pre-session change and client's vision for the future in unclear.	Does not demonstrate use of questioning techniques to identify pre-session change and is unable to identify client's vision for the future
Setting Solution Focused Goals	Counselor identifies client's goals	Demonstrates effective and	Demonstrates inconsistent or	Does not demonstrates use

	through the use of the “miracle question”; helps client formulate clear, concrete, and specific goals; and uses scaling questions to help client evaluate their progress.	advanced use of the “miracle question”; helps clients formulate effective goals, accurately uses scaling questions in order to identify and evaluate client progress.	ineffective use of the “miracle question”; client goals are not specific or clear, inaccurately uses scaling questions in order to identify and evaluate client progress.	of the “miracle question”; unable to help client formulate goals, does not scaling questions in order to identify and evaluate client progress.
Constructing Solutions and Exceptions	Counselor identifies “change talk” and works to keep solution-talk throughout the session; identifies and highlights signs of client progress and solutions; uses coping questions if client’s problem is not better.	Demonstrates effective and advanced skills to identify “change talk”; points out client progress; reflects solutions created by client; uses coping questions to help sustain change talk	Demonstrates inconsistent or ineffective use of skills to identify “change talk”. Inconsistently points out client progress; reflects solutions created by client; uses coping questions to help sustain change talk	Does not identify “change talk”; point out client progress; reflects solutions created by client; use coping questions to help sustain change talk
Ending the Session	Counselor works with client to identify exercise or activity for client to engage in between sessions; summarizes session; makes plans for future sessions.	Demonstrates effective and advanced skills in order to collaborate with client to create homework assignments, summarize session, and identify plan for next session.	Demonstrates inconsistent or ineffective use of skills in order to collaborate with client to create homework assignments, summarize session, and identify plan for next session.	Does not identify homework with client, summarize session, or identify plan for next session.

Grade: _____ / 20

Comments:

Treatment Plan Rubric

	High Mastery	Medium Mastery	Low Mastery
Case Vignette (5pts)	A thorough description was provided about the case in which the treatment plan is based upon.	A brief description was provided about the case in which the treatment plan is based upon.	No description was provided about the case in which the treatment plan is based upon.
Identifying Information, Reason for Referral (5pts)	A clear description was provided that included identifying information and reason for referral.	A vague description was provided that included minimal identifying information and little reason for referral.	No description was provided about identifying information or reason for referral.
Background History (Biopsychosocial) (10pts)	A thorough description of client's background history was discussed, including complete description of biopsychosocial history.	A summary was provided about the client's background history, with limited description of biopsychosocial history.	A minimal summary was provided about the client's background history that somewhat described the biopsychosocial history.

Problem List and Strengths (5pts)	A thorough list of problems was provided, and client's strengths were clearly defined.	A brief list of problems was provided and a strengths were somewhat defined.	A minimal list of problems was provided, and strengths were vaguely defined.
Treatment Goals, Interventions, and Rationale (15pts)	Treatment goals, objectives, and interventions are thoroughly described and rooted in evidenced practices relevant for counseling setting and presenting problem.	Treatment goals, objectives, and interventions are briefly described and somewhat rooted in evidenced practices relevant for counseling setting and presenting problem.	Treatment goals, objectives, and interventions are minimally described and do not appear rooted in evidenced practices relevant for counseling setting and presenting problem.