

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

CSL6830.E1 Advanced Counseling Skills & Techniques
Winter 2021

PROFESSOR INFORMATION:

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COURSE INFORMATION:

CSL6830.E1 Advanced Counseling Skills & Techniques
Level: Graduate
Beginning Date of Session: Saturday, December 5, 2020
Ending Date of Session: Thursday, February 25, 2021
Student access available to the Student Portal: Saturday, December 5, 2020

Winter Holiday Break:

Friday, December 18th, 2020 through Friday, January 1st, 2021
(Classes resume on Saturday, January 2nd, 2021)

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:

CSL6782

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients
Author: Irv Yalom MD
Publisher: Harper Perennial
Year Published: 2017
Edition: 1st
ISBN: 10: 0061719617 or 13: 9780061719615
Price: Available at <http://amberton.ecampus.com>

Title: The Making of a Therapist
Author: Louis Cozolino PhD
Publisher: Norton
Year Published: 2004
Edition: 1st
ISBN: 10: 0393704246 or 13: 9780393704242
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students

can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

SCHOOL COUNSELING PROFESSIONAL CERTIFICATE PROGRAM CHANGE

Beginning Fall 2019, there will be three practicums: CSL6870, CSL6875, AND CSL6880. The TExES (Texas Examination of Educator Standards) must be passed before enrolling in CSL6870. The TExES application form and practice tests are located in the TExES Review Course in Moodle. The Application and Contract are required at the first meeting of CSL6870 Practicum I and are in the Review Course. Effective September 1, 2019, the Master of Arts School Counseling degree will be a forty-eight (48) hour degree program for students entering the program.

COURSE COMPETENCIES:

The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

The course presents an in-depth study of counseling and therapy from a multicultural perspective. Emphasis is on the unique features and concerns in working with culturally and ethnically different clients in school and mental health settings. In addition, the course focuses on the development of skills needed to work with culturally different families.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Evaluating and demonstrating the appropriate use of techniques associated with major counseling theories.
2. Evaluating and demonstrating the appropriate use of techniques associated with selected alternative and emerging therapies.
3. Writing a paper assessing counseling techniques and describing one's personal counseling orientation.
4. Demonstrating skills of referral, advocacy, and triage in crisis intervention cases.
5. Identifying and understanding cultural specific issues, including gender, race, ethnicity, socioeconomic, and physically challenged individuals in schools and mental health settings.
6. Developing effective leadership skills to plan, implement, and evaluate a comprehensive developmental counseling and guidance program that meets the needs of all learners.
7. Defining the roles and functions of counselors in schools and mental health settings, and identifying common referral resources available to school and mental health counselors.
8. Describing and analyzing the ethical, professional, and legal issues in the counseling and guidance profession.
9. Demonstrating both basic and advanced helping skills.
10. Demonstrating skill in the management of clinical and administrative documentation.
11. Assessing for difficulties in the areas of addictive behavior, depression, suicidality and/or homicidality, and violent behavior.
12. Evaluating and understanding the emerging role of technology-based counseling.
13. Demonstrating the ability to establish collaborative and appropriate therapeutic goals with clients.
14. Assessing for difficulties in the areas of addictive behavior, depression, suicidality and/or homicidality, and violent behavior.
15. Understanding human development as it applies to school and non-school settings and developing a comprehensive developmental guidance and counseling program that encourages all learners to achieve their full potential.

COURSE POLICIES:

Participation and attendance (i.e., 20% of final grade) is required and graded via completion of weekly discussion questions (DSQs). Late work is accepted at the discretion of Dr. Armstrong. Late work is 10% off each day late up to 5 days late. Exams will be administered in-class via scantron. Dr. Armstrong reserves the right to modify this syllabus and coursework due dates as deemed necessary and will provide an addendum to this syllabus with any noted changes.

Student's Responsibilities

This syllabus contains information, policies and procedures for a specific course. By enrolling, the student agrees to read, understand and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. Ceasing to attend classes **does not** constitute an official withdrawal.

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be dropped at the discretion of Amberton University.

Plagiarism Policy

Plagiarism is using another person's work as your own. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operated on an honor system, and honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton University students are expected to abide by the honor system and maintain academic integrity in all of their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based anti-plagiarism services and applications at any time.

COURSE OUTLINE AND CALENDAR:

Week	Topic	Assignment	Competencies Covered	Due Date
1- 12/5 – 12/11	Introduction to the Course & Review of Assignments/Policies Lecture: Advanced Skills for Diagnostic Interviewing and Initial Treatment Planning.	Lecture: Advanced Skills for Diagnostic Interviewing and Initial Treatment Planning. Week 1 Readings: Chapters 1-9 from The Gift of Therapy. Week 1	1,2,4,5,6,7,8,9,10,11,12,13,14,15	Week 1 Readings should be completed by 12/12/20 Week 1 DSQ is due no later than 12:00PM NOON CST on 12/17/20 All other DSQs are

		readings should be completed by 12/12/20		due by the END of the semester on 02/25/20 by 12:00PM CST.
2 – 12/12 – 12/18	Rapport Building Strategies (Active Listening) with Children, Adolescents, & Adults Competent Clinical Documentation & Progress Note Writing Review of DSM-5 Terminology, Diagnostics, & Basics of Evidenced Based Treatment	Week 2 Readings: Chapters 10-17 from The Gift of Therapy.	1,2,4,5,10,11,12,13,14,15	
Holiday Break December 18, 2020-January 2, 2021				
3 – 01/02 – 01/08	Referring Clients to and Collaborating with Ancillary Treatment Providers The Neuroscience of Psychotherapy	Week 3 Readings: Chapters 18-25 from The Gift of Therapy.	1,2,4,5,6,7,8,9,10,15	
4 – 01/09 – 01/15	Advanced Assessment & Treatment of ADHD, Autism, Attachment Disorders, & Childhood PTSD	Week 4 Readings: Chapters 26-33 from The Gift of Therapy.	2,4,5,6,7,8,9,10,11,12,13,14	
5 – 01/16 – 01/22	Mid-Term Exam	MID-TERM EXAM COVERING CHAPTERS 1-40 from the Gift of Therapy and Lecture Resources and Material Week 5	1,4,5,6,7,8,9,10,11,12,13,14,15	

		Readings: Chapters 33-40 from The Gift of Therapy.		
6 – 01/23 – 01/29	Assessment & Treatment of Depression, Bipolar Disorder, & Anxiety Assessment & Treatment of Suicidality, Anger/Violence, & Addictive Behaviors	Week 6 Readings: Chapters 41-48 from The Gift of Therapy.	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	
7 – 01/30 – 02/05	Client Resistance, Transference/Countertransfe rence, & Self-Disclosure Psychopharmacology for Professional Counselors	Week 7 Readings: Chapters 49-56 from The Gift of Therapy.	1,2,4,5,6,7,8,9,13,14,15	
8 – 02/06 – 02/12	Integrating Counseling Theories & Spirituality Effectively Assessment & Treatment of Personality Disorders/Dysfunctional Traits	Week 8 Readings: Chapters 57-64 from The Gift of Therapy. Book Review / Summary Essay Due	1,2,4,5,6,7,8,9,10,11,12,13,14,15	Book Review / Summary Essay due by Friday 02/12/20 by 12:00PM NOON CST.
9 – 02/11 – 02/17	Counseling Special Populations – TBI, Dementia, Sleep Disorders, Weight Loss, & Chronic Pain Professional Counseling within Inpatient, Outpatient, School/Academic, & Legal Contexts	Week 9 Readings: Chapters 65-72 from The Gift of Therapy.	1,2,4,5,6,7,8,9,10,11,12,13,14,15	
10 – 02/18 – 02/25		Week 10 Readings: Chapters 73-85 from the Gift of Therapy. Final Exam Covering chapters 41-85 of the	1,2,3,4,5,6,7,8,9,10,11,12,13,14 ,15	Final exam (multiple choice) will be administere d in Moodle and will open on 02/18/21 and will

		Gift of Therapy and Week 6-10 Lectures		close on Thursday 02/25/21 by 12:00PM Noon CST. ALL DSQS DUE NO LATER THAN THURSDAY 02/25 by 12:00PM CST.
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GRADING CRITERIA:

Weekly Discussion Questions (10 total at 2 points per week) = 20 points (not graded for accuracy)

Mid-Term Exam = 25 Points

Final Exam = 25 Points

Book Review & Summary Essay = 30 points

Graduate

- 92 – 100 A
- 82 – 91 B
- 72 – 81 C
- 62 – 71 D
- Below 62 F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are mailed approximately one week after the last day of the session to the student’s address of record. Amberton University staff will not post or release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their University email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

Incomplete Grades

An “I” (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an “I” be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An “I” which is not properly removed within 30 days following the session enrolled will become an “F” grade.

How To Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
 - Internet browser settings and configuration
 - e-mail and file attachments
 - Uploading and downloading files
 - Using a word processing package
3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course, but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

HOW TO ACCESS YOUR COURSE:

Through the Amberton University Student Portal

Students enrolled in distance learning courses using the Moodle Learning Platform may access the course through the Amberton University Student Portal. The site may be accessed through the University's main page (<http://www.Amberton.edu>) or at <http://apps.Amberton.edu>. After selecting the "Student Portal" link, you will be prompted for a Username and Password.

Use your assigned **username and password** (AUID) as described below to enter the AU Student Portal:

Username = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789
Username: JJonesJr789

Password = your Amberton University ID# (AUID) **including the dashes**

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including your individual E-Course, email account, Remote Research, General Tools, all Syllabi, Research Tutorials and Electronic Instructor Folders (FTP).

If you are accessing the Student Portal from a public or shared computer, close the browser completely when finished, or click on the Logout button. For security purposes, no other person should have access to your Username or Password. If you feel your information has been compromised or if you experience technical difficulties, contact the e-course system administrator at: e-sysop@amberton.edu

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or advisor@Amberton.edu for a replacement AUID card. You must know your Amberton ID# to gain access to the course and to send email to your professor.

Through the Amberton University Moodle Website

Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's University email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

Moodle Tutorial:

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith SSN: 123-45-6789
Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google gmail account, you might be prompted to add this account to your current account. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

Students are responsible for reviewing the "Communication Guidelines" provided on the individual E-Course for specific instructor requirements.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the "Communication Guidelines" of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

TEXAS EDUCATION AGENCY COMPETENCIES:

This course addresses the School Counselor Competencies set forth by the Texas Education Agency. These competencies are listed by course on the University's ftp site (ftp://ftp.amberton.edu/csinfo/AU_TEA).

ACADEMIC HONESTY/PLAGIARISM:

Plagiarism is the presentation of someone else's information as though it were your own. If you use another person's words, ideas or information, or if you use material from a source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge the source. Failure to do so violates Amberton University's ethics policy.

RESEARCH RESOURCES:

The student is encouraged to use the Amberton Electronic Library as a research resource for this course. The Electronic Library provides access to full-text and abstract articles as well as links to a variety of remote research tools. Students can search Amberton Library Resource Center holdings through the on-line public access circulation system. The physical library contains a specialized collection of research materials specifically chosen to support the degrees and courses offered at Amberton. Interlibrary loan and document delivery services are available. The TexShare Card offers borrowing privileges in libraries all across the state of Texas. Students with research questions or questions about Library services are encouraged to visit the Library or email their questions to library@Amberton.edu.

RESEARCH TUTORIALS:

Online research resources are available through "Research Tools Database", accessible through the Student Portal. (For additional assistance, students may access the "Research Tutorials" link located in the General Tools area on the Student Portal.) Access the Portal by clicking "Student Portal" from the University's website. You must know your Amberton ID to access the Portal.

Library Live Chat Feature

The website allows for a live chat feature with librarians on the library pages. This service allows students to connect with librarians on questions regarding resource assistance, searching data bases and access to library services. www.amberton.edu/current-students/library/index.html

book aimed at enriching the therapeutic process for a new generation of patients and counselors, Yalom's Gift of Therapy is an entertaining, informative, and insightful read for anyone with an interest in the subject. Year: 2009.Â chapter 10 Create a New Therapy for Each Patient, 33 chapter 11 The Therapeutic Act, Not the Therapeutic Word, 37 chapter 12 Engage in Personal Therapy, 40. v. contents. chapter 13 The Therapist Has Many Patients; The Patient, One Therapist, 44 chapter 14 The Here-and-Nowâ€”Use It, Use It, Use It, 46 chapter 15 Why Use the Here-and-Now?, 47 chapter 16 Using the Here-and-Now Grow Rabbit Ears, 49 chapter 17 Search for Here-and-Now Equivalents, 52 chapter 18 Working Through Issues in the Here-and-Now It is for these therapists and these patients that I write The Gift of Therapy. throughout these pages I advise students against sectarianism and suggest a therapeutic pluralism in which effective interventions are drawn from several different therapy approaches. Still, for the most part, I work from an interpersonal and existential frame of reference. Hence, the bulk of the advice that follows issues from one or the other of these two perspectives. Since first entering the field of psychiatry, I have had two abiding interests: group therapy and existential therapy. These are parallel but separ

- Let the patient matter to you
- Acknowledge your errors
- Create a new therapy for each patient
- Do home visits
- (Almost) never make decisions for the patient
- Freud was not always wrong.

A book aimed at enriching the therapeutic process for a new generation of patients and counselors, Yalom's Gift of Therapy is an entertaining, informative, and insightful read for anyone with an interest in the subject. Genres: Science & Technology >. for a new generation of patients and counselors, Yalom's Gift of Therapy is an enter

Functional Anatomy: Musculoskeletal Anatomy, Kinesiology, and Palpation for Manual Therapists (LWW Massage Therapy & Bodywork Educational Series).Â This unique resource helps therapists build their skills in schema therapy (ST) by applying ST Experiencing

Compassion-Focused Therapy from the Inside Out: A Self-Practice/Self-Reflection Workbook for Therapists.Â For therapists wishing to build their skills in compassion-focused therapy (CFT), this powerful

Baptism in the Holy Spirit: A Re-Examination of the New Testament Teaching on the Gift of the Holy Spirit in Relation to Pentecostalism Today: A Spirit in Relation to Pentecostalism Today.