



Course Number: COUN 6000
Course Title: Advanced Techniques
Credit Hours: 3 Semester hours
Prerequisites: Graduate Standing
Course Instructor: Kelly J. Veal, PhD, LPC, CAADC
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Semester/Year: **Spring 2022**
Office Hours: After class, by appointment.

Date Syllabus Prepared: January 2021
Syllabus Revised: 1/22

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* (2ⁿ ed.). New York: Guilford.

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.

CACREP Standards

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

CACREP

- 2.E. Current counseling-related research (is infused in the curriculum).
- 2.5.a. Theories and models of counseling
- 2.5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationship
- 2.5.f. Counselor characteristics and behaviors that influence the counseling process
- 2.5.g. Essential interviewing, counseling, and case conceptualization skills
- 2.5.h. Developmentally relevant counseling treatment or intervention plans

2.5.i. Development of measurable outcomes for clients

2.5.j. Evidence-based counseling strategies and techniques for prevention and intervention

CACREP Clinical Mental Health Counseling Standards

5.C.1.b. Theories and models related to clinical mental health counseling.

5.C.1.d. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

5. C.3.a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.

5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues.

5.C.3.c. Strategies for interfacing with the legal system regarding court referred clients.

5.C.3.d. Strategies for interfacing with integrated behavioral health care professionals.

5.C.3.e. Strategies to advocate for persons with mental health issues.

Course Content Outline

Date	Topic	Readings & Assignments	CACREP Standards
Week 1 2/8/22	Review syllabus, Introduce EBP & the main theories. Treatment Planning	Introduction to course Begin EBP introduction Teams Class	2.E., 2.5.d., 2.5.j., 5.C.1.b; 5.C.3.b
Week 2 2/15/22	Evidence Based Practices & Motivational Interviewing	Motivational Interviewing Online recordings	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 2/22/22	Motivational Interviewing (MI)	Motivational Interviewing <i>In-Seat</i>	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 3/1/22	Motivational Interviewing Process & Techniques	MI LAB In 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 5 3/8/21	Motivational Interviewing Process & Techniques	<i>MI Tape Due</i> <i>No Class Meeting</i>	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 3/15/22	CBT Process & Techniques	Book Chapter from Beck Book located on Connect <i>In-seat class</i>	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 7 3/22/22	CBT Process & Techniques	Beck CBT Handbook <i>In-Seat Class</i>	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 3/29/22	No Class	SPRING BREAK NO CLASS	
Week 9 4/5/22	CBT Process & Technique	CBT Lab 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 10 4/12/22	CBT Processes & Techniques	<i>CBT Tape Due</i> No Class Meeting	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 4/19/22	Brief Solution Focused Therapy: Techniques	BSFT Techniques <i>In-Seat Class</i>	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 4/26/22	Brief Solution Focused Therapy: Techniques	BSFT Techniques Online Recordings	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 13 5/3/22	Brief Solution Focused Therapy Techniques	BSFT Techniques and Lab	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 5/10/22	Brief Solution Focused Therapy Techniques (BSFT)	<i>BSFT Tape Due & Treatment Plan Due by 11:59 PM</i> No Class Meeting	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.

7.Lab (3) and Tape (3) (30 points- 2 tapes - 20 points each):

You will need to partner with another student to practice the Motivational Interviewing (MI) techniques, Cognitive Behavioral Therapy (CBT) and 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 each theory (MI, CBT, & BSFT). Rubrics will be provided.

Treatment Plan (5-10 pages) 40 points:

Develop a 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.

8. **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:

Course Rubric/ Possible Points:

Assignment	Points Poss.	CACREP Standards
Lab (3) & Tape (3)	60 (Tape -20 pts. each)	2.5.a., 2.5.d., 2.5.f., 2.5.g., 2.5.h., 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.
Treatment Plan	40	2.5.a., 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.
TOTAL	100	

Grading Scale:

A 90 – 100

B 80 – 89

C 70 – 79

F 69 & below

9. 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.

Digitally Delivered Policies

Students who attend the virtual track must watch all recorded classes within a 7-day period to get full credit for the class. Students understand that information is embedded into the recorded classes and lectures that evaluate student attendance.

All courses are delivered in synchronous and asynchronous formats through assigned readings, online lectures, seminar discussions, multimedia presentations, case presentations, and small group discussion. All asynchronous learning students will be required to either attend the in-class sessions synchronously via Teams or watch the recording of class within 7 days. Students will lose points on participation and may be dropped a letter grade for more than 3 absences from class, or not watching class via Teams in a timely manner. Asynchronous students are required to attend some of the skills-based classes on certain dates

Students are required to have access to technology requirements such as WIFI, a computer, and access to email and the learning management system.

Students engaged in digitally delivered synchronous learning are required to plan to be in a suitable learning environment that is free from distractions and noise.

Students in the 100% digitally delivered track are required to schedule a monthly meeting with their assigned academic advisor.

Technology Requirements

Counseling students are provided with Microsoft 365 which gives students access to One Drive, Email, Teams, Power Point, and Excel. Students are expected to be able to utilize this technology by keeping an up to date laptop or tablet in order to be successful in the program.

Standard 1.G indicates: "The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research."

- Microsoft Teams training was made available for students
- One Drive Training
- Email Training
- IT SUPPORT (Chastity Hargrett)
- Connect (Support Portal)
- mock counseling sessions.

Proctoring Software is required for all Counseling courses

In this class, LockDown Browser and Respondus Monitor will be used to facilitate the online proctoring of assessments (such as quizzes or exams). Students will be able to download LockDown Browser from a link provided from within our course on Connect and will incur a one-time, \$15.00 fee (payable only by credit card) for the use of Respondus Monitor. This one-time fee will entitle a student to unlimited use of Respondus Monitor for this course and any other on at LaGrange College for the time period of one year.

These pieces of software work only with reliable desktop or laptop computers running Windows or Mac OS as well as modern iPads. Devices used for testing must be equipped with a functional webcam and must have access to a stable, high-speed internet connection. LockDown Browser and Respondus Monitor will not function with smartphones, tablets that are not iPads, or Chromebooks.

If you do not have access to a personal computer that meets these specifications, laptops are available for checkout in Lewis Library. Campus Wi-Fi is robust and will satisfy your internet connectivity requirements.

Students having difficulties with the functionality of these tools should contact IT (support@lagrange.edu, 8049) for assistance.

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.

ADA

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.

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.