



CMHC 5400
Counseling Skills & Techniques II
Spring

Course Syllabus

1. **Instructor:** Brianna Randall, PhD, NCC
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Office Hours:

2. **Class Meetings:** This class is an asynchronous online course via Blackboard. Please refer to the course calendar for all important dates and any potential times that require scheduled synchronous online meetings.

3. **Textbook: 1)** Wedding, D., & Corsini, R. J. (2019). *Current Psychotherapies (11th)*. Boston, MA: Cengage. ISBN# 9781305865754

4. **Course Description:** The purpose of this course is to introduce counseling skills and techniques acquired in CMHC 5300 and utilize theoretical application for specific clinical needs. The implementation of counseling skills and techniques associated with both traditional and postmodern approaches will be demonstrated, as well as development of an eclectic counseling orientation for clinical service delivery.

5. **Technology Statement:** Students will require access to a computer with Internet capabilities for the successful completion of this course.

6. **Nondiscrimination Statement:** Students will not be discriminated against based on age, body shape/size, color, culture, disability, education, employment status, ethnicity, family status, gender, gender expression, gender identity, genetic information, immigration status, incarceration experience, language preference, marital/relationship status, national origin, occupation/work, race, religion/spirituality, sex, sexual orientation, socioeconomic status, veteran status, or any intersection of these identities. Nondiscrimination is expected to be upheld by the instructor and each student in this course.

7. **Course Objectives:** The course objectives are aligned with the specific learning outcomes identified by CACREP. The following CACREP Standards are addressed in this course:

CACREP STANDARDS	ASSESSMENTS
2.2.C) Multicultural Counseling Competencies	Quizzes, Discussion Boards, and Final Examination
2.3.B) Theories of Learning	Quizzes, Discussion Boards, Clinical Exercises, and Final Examination
2.3.C) Theories of Normal and Abnormal Personality Development	Quizzes, Discussion Boards, Clinical Exercises, and Final Examination
2.5.A) Theories and Models of Counseling	Quizzes, Discussion Boards, Clinical Exercises, and Final Examination
2.5.B) Systems Approach to Conceptualizing Clients	Quizzes, Discussion Boards, Clinical Exercises, and Final Examination
2.5.D) Ethically/Culturally Relevant Strategies for Establishing/Maintaining Relationships	Quizzes, Discussion Boards, Clinical Exercises, and Final Examination
2.5.F) Counselor Characteristics and Behaviors that Influence Counseling Process	Quizzes, Discussion Boards, Clinical Exercises, and Final Examination
2.5.G) Essential Interviewing, Counseling, and Case Conceptualization Skills	Quizzes, Discussion Boards, Clinical Exercises, and Final Examination
2.5.J) Evidence-Based Counseling Strategies and Techniques for Prevention/Intervention	Quizzes, Discussion Boards, Clinical Exercises, and Final Examination
2.5.M) Crisis Intervention, Trauma-Informed, and Community-Based Strategies	Quizzes, Discussion Boards, Clinical Exercises, and Final Examination
2.5.N) Processes of Aiding Students in Developing Personal Model of Counseling	Quizzes, Discussion Boards, Clinical Exercises, and Final Examination
2.7.C) Procedures for Assessing Risk of Aggression or Dangers to Others, Self-Inflicted Harm, or Suicide	Quizzes, Discussion Boards, Clinical Exercises, and Final Examination
2.7.D) Procedures for Identifying Trauma and Abuse and Reporting Abuse	Quizzes, Discussion Boards, Clinical Exercises, and Final Examination
5.1.B) Theories and Models Related to Clinical Mental Health Counseling	Quizzes, Discussion Boards, Clinical Exercises, and Final Examination
5.1.C) Principles, Models, and Documentation Formats of Biopsychosocial Case Conceptualization and Treatment Planning	Quizzes, Discussion Boards, Clinical Exercises, and Final Examination
5.2.F) Impact of Crisis and Trauma on Individuals with Mental Health Diagnoses	Quizzes, Discussion Boards, Clinical Exercises, and Final Examination
5.2.G) Impact of Biological and Neurological Mechanisms on Mental Health	Quizzes, Discussion Boards, Clinical Exercises, and Final Examination

5.3.B) Techniques and Interventions for Prevention and Treatment of a Broad Range of Mental Health Issues

Quizzes, Discussion Boards, Clinical Exercises, and Final Examination

- 1) Students will acquire the knowledge, skills, and competencies to perform a variety of counseling techniques and interventional strategies.
- 2) Students will develop the knowledge, skills, and competencies to create appropriate case conceptualizations based on appropriate counseling theory for a diverse client population.
- 3) Students will acquire appropriate clinical interviewing skills and techniques, as well as necessary methods for conducive professional clinical relationships, including rapport and effective collaborative treatment planning.
- 4) Students will develop the skills and abilities to perform key crisis interventional strategies and appropriate referral mechanisms for clients as needed.

8. Course Requirements: The following details the learning products to be completed in order to successfully pass this course:

- A) Seven quizzes will be required for this course. The quizzes will provide an opportunity to assess the continuity of learning throughout the semester. Quizzes will be conducted as depicted on the syllabus calendar during the week indicated and must be completed by **midnight of the Sunday within the given week**. Quizzes will cover the preceding course materials as reflected in the course calendar. The quizzes will be in *multiple choice format*. Students who fail to complete the quizzes during the allotted time will not be able to complete the quizzes without valid documentation.
- B) Seven discussion board entries will be required for this course. Discussions boards will allow students to synthesize and reflect on the material being covered in the course, but also connect with other students and share ideas as the course progresses through the semester. The Instructor will post a discussion prompt, and each student must provide a minimum of two substantial posts to receive credit. A post is deemed substantial if it demonstrates intentional thought, contributes to the discussion at hand, and is presented in a respectful manner. Please refer to the concept of Net Etiquette if there are any questions pertaining to the accepted guidelines of social respect within virtual communities. **The discussions will become available on the first day of the given week, and responses must be submitted by midnight of the Sunday within the given week**. Student who fail to complete the discussion board entries during the allotted time will not be able to complete the discussion board entries without valid documentation.
- C) Six clinical exercises will be required for this course. The exercises will allow the opportunity to participate in the utilization of specific

counseling skills and techniques within a simulated experience, which will be video recorded in a modality that can be emailed to the Instructor. Role-play with a portrayed client (actor) will be necessary, and each exercise will provide pertinent information to successfully complete the assignment. Length of each recording will increase over the semester and the final exercise will be implementing “integrative” techniques for at least 50 minutes. The due dates and times for the exercises are provided within the course calendar. Early submission is encouraged. Late submission will not be accepted without valid documentation.

- D) Two process evaluations will be conducted in this course. Each process evaluation will be completed by the instructor and the student via virtual or in-person meetings. Each process evaluation will reflect the student’s development from the first class until the time of the evaluation. Students will be evaluated on professionalism, participation, and application of the helping skills in their peer dyadic counseling sessions. Students are expected to display ongoing reflection and introspection, skill development, and interpersonal growth throughout the course.

9. Course Evaluation:

Seven quizzes @ 3 points each =	21 points
Seven discussion board entries @ 4 points each =	28 points
Six clinical exercises @ 5 points each =	30 points
Two process evaluations @ 10 points each =	20 points
	(bonus point)

	100 points

100-96 points = A	95-90 points = A-	89-87 points = B+	86-84 points = B
83-80 points = B-	79-77 points = C+	76-74 points = C	73-70 points = C-
69-67 points = D+	66-64 points = D	63-60 points = D-	Under 60 points = F

LEAVE NO DOUBT

10. **Extra Credit Policy:** Extra credit will not be provided during this course.
11. **Attendance/Valid Documentation Policy:** Please refer to the Catawba Academic Handbook for an explanation of the Catawba College attendance policy. It will be used in this class during this semester:
Effective learning is facilitated by an interaction between the professor and students regarding course material. The classroom is the principal arena for such interaction. Thus, students have an obligation to themselves, to fellow students, and to the faculty member to attend and participate actively in classroom sessions. The class attendance policy followed by the college assigns to each faculty member the responsibility for establishing and communicating to students the specific attendance requirements for his

or her courses consistent with the objectives of the course. Therefore, specific course attendance policies will vary from course to course. The attendance policy for each course will be presented to the student in written form, usually as part of the course syllabus, at the beginning of the course. The course attendance policy and practices, however, will subscribe to the following general guidelines:

A) Each student is personally responsible for regular and punctual class attendance.

B) A student who misses a class bears personal responsibility for completing any assignment presented during that class to the extent permitted by the nature of the assignment and the course syllabus.

C) The faculty member has the option of assigning a failing grade to any student who misses more than one quarter of the class meetings, but this option must be stated in the course syllabus.

D) Whenever possible, the student should inform the faculty member about an absence and make arrangements concerning missed assignments due to that absence.

E) The student is responsible for initiating discussions with the faculty member about a make-up opportunity for missed assignments or examinations.

F) The faculty member has no obligation to allow or facilitate make-up work except for absences due to "extenuating circumstances." Three sets of extenuating circumstances are recognized by the College: severe personal illness, death in the immediate family, or (when announced in advance through the Dean of Students' Office) authorized representation of the College.

G) If an extenuating circumstance is the cause of a student's missing a class period (or an examination), the student should not view the absence as an exception to the course attendance arrangements, as outlined in the course syllabus, but as a "just cause" for arranging a make-up opportunity. The faculty member, however, will determine the means of compensating for the missed course work or examination.

It is assumed that all students will attend to the class regularly in order to maximize learning. All assignments have defined due dates and times and will be strictly enforced. It is the student's responsibility to inform the Instructor if a known absence from the course will occur during the semester. It is the student's responsibility to acquire any missed materials from an absence from the course. Valid documentation, which may grant a late assessment administration or a late assignment submission, only includes legitimate medical documentation or documents that support extenuating circumstances per Catawba College. No other excuses will be deemed valid. In the event of inclement weather, please check the Blackboard shell for any course information.

12. Academic Honesty Policy: Please do not give the Instructor any reason to suspect academic dishonesty. Students are advised to refer to Catawba College Honor Code:

In order to educate individuals to live responsibly in community and to create an environment that encourages respectful expression of values, without censorship, the Catawba community has developed and endorsed The Catawba College Honor Code. It is intended that the Honor Code will promote a climate of trust, concern, and respect conducive to learning and personal growth in community. Everyone who is a member of the Catawba community has responsibilities to respect others, to communicate honestly, to seek

excellence, and to participate in creating a fair and compassionate atmosphere on campus. Faculty, administrators, and staff have responsibilities to endeavor to enhance the personal and intellectual development of other persons; to be compassionate, thorough, and fair in evaluating the performance of students and professional associates; to use the authority of their office in ways that respect persons and avoid the abuse of power; and to conduct their professional activities in ways that uphold the ideals of virtue and excellence. Therefore, Catawba College students, faculty, staff, and administrators are committed to the Catawba College Honor Code which is set forth as follows: "As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal." The Honor Code does not condone dishonorable actions within any sector of Catawba College. Such actions include academic dishonesty, as well as social disrespect and any action harmful to the Catawba College community and its members. Violations of the law are also violations of the Honor Code. The Honor Code applies to students, faculty, administrators, and staff members. All members of the college community are obligated to be familiar with the Honor Code and to conduct themselves in accordance with the standards set forth. The complete text of The Catawba College Honor Code and the operating procedures of The College Court are found in the Student Handbook.

13. **Professional Behavior Policy:** Students in this class are future professionals. Students are responsible for all lecture materials, which will be made available to them online, and for completing all scheduled readings. Assignments in which academic honesty are in question will not be accepted. This includes utilizing resources during assessments (quizzes, exams, etc.) or collaborating with other students during the completion of such assessments. Behavior that is non-professional in nature will not be tolerated, and the student will be removed from the course and potentially the program. Please abide to the Catawba Academic Handbook and the CMHC Program Handbook for additional items regarding student behavior.
14. **Accessibility Policy:** Students with ADA-documented physical, sensory, psychological, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Catawba College Counseling and Disability Services (CDS) Office. If you have registered in a previous semester, continuation is not automatic. Action is required on your part, as accommodations are not retroactive.
15. **Writing Center (Library Mezzanine):** The Catawba Writing Center, in the Library Mezzanine, provides both face-to-face and online services to assist you with writing projects in all of your classes. Writing consultants, fellow Catawba students, are trained to help you with all stages of your writing process—brainstorming, drafting, research, organization, editing, and revision. Upload a draft of your paper, the assignment sheet, and your questions/concerns when

making an appointment. For more information about our services and/or to make an appointment, please visit our website: catawba.edu/writingcenter

16. Expectations:

- Student Expectations
 1. Check your Catawba email and Blackboard account on a consistent basis each week. The primary method of communication in an asynchronous course is via email and Blackboard. Therefore, you are responsible to check and respond if needed on a weekly basis to the instructor and/or peers.
 2. Demonstrate professional dispositions in all interactions (discussion post, email and on Blackboard) with peers and instructors. Problematic behavior will be addressed as defined by our CMHC Program Handbook.
 3. All work submitted will be original, complete, and neatly presented.
- Instructor Expectations
 1. Instructor will reply to student emails within 48-72 hours.
 2. Provide expectations and structure to foster safety and trust in the learning environments and to assist students in exploring and vulnerably engaging with course materials and activities.
 3. Be available to support student learning outside of class time through email, during office hours, and by appointment.

17. **Course Calendar:** The following represents the scheduled agenda for each class meeting. Any changes will be announced as soon as possible.

Week of Course	Agenda	Assignments and Reading Due
Week 1	Introduction to Class, Review of Syllabus, Introduction to Theory-Driven Clinical Mental Health Counseling, Psychodynamic and Adlerian Techniques	<i>Chapters 1, 2, 3</i> Discussion 1 Quiz 1
Week 2	Client-Centered Psychotherapy Techniques and Rational Emotive Behavioral Therapy Techniques	<i>Chapters 4 and 5</i> Discussion 2 Quiz 2 Clinical Exercise 1
Week 3	Behavior Therapy Techniques and Cognitive Therapy Techniques	<i>Chapters 6 and 7</i> Discussion 3 Quiz 3 Clinical Exercise 2
Week 4	Existential Psychotherapy Techniques and Gestalt Therapy Techniques	<i>Chapters 8 and 9</i> Discussion 4 Quiz 4 Clinical Exercise 3 Process Evaluation 1

Week 5	Interpersonal Psychotherapy Techniques and Mindfulness/Contemplative Therapy Techniques	<i>Chapters 10 and 12</i> Discussion 5 Quiz 5 Clinical Exercise 4
Week 6	Positive Psychology Techniques and Integrative Psychotherapy Techniques	SAE: <i>Chapter 13 and 14</i> Discussion 6 Quiz 6 Clinical Exercise 5
Week 7	Multicultural Consideration in Clinical Mental Health Counseling Techniques	<i>Chapter 15 and additional reading on BB</i> Discussion 7 Quiz 7 Clinical Exercise 6
Week 8		Process Evaluation 2