I. TITLE: Advanced Counseling and Supervision

II. COURSE DESCRIPTION:
An advanced study in individual counseling procedures and technique/applications.
Prerequisite: CNS 619

III. COURSE OBJECTIVES:
Upon completion of this course, students will (per 2009 CACREP Standards):
1. Demonstrate an understanding of the counselor characteristics and behaviors that affect the helping process including verbal and nonverbal behaviors, personal characteristics, orientations, and skills (Section II, G.1.j.; Section II, G.2.c.; Section II, G.3.e.; Section II, G.5.a.; Section II, G.5.b.; Section II, G.5.d.; Section II, G.8.e.).
2. Use foundational counseling skills to establish rapport and conduct nonjudgmental interviews (Section II, G.5.b.; Section II, G.5.c.).
3. Utilize assessment skills to understand a client’s background and problem (Section II, G.5.b.; Section II, G.5.c.; Section II, G.5.e.).
4. Use goal-setting skills to devise an elementary treatment plan for a client (Section II, G.5.b.; Section II, G.5.c.; Section II, G.5.d.).
5. Utilize advanced counseling skills to understand a client's unique worldview and promote positive client outcome (Section II, G.5.b.; Section II, G.5.c.; Section II, G.5.d.).
6. Employ supervisory feedback to promote self-awareness and positive client outcomes (Section II, G.1.e.)
7. Utilize beginning supervisory skills to assist other student-counselors in the promotion of their self-awareness (Section II, G.1.e.)

Diversity Statement
The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:
A. Establish a working alliance
   1) Develop a trusting relationship with the client
   2) Complete a bio-psycho-social assessment
   3) Develop a treatment plan
B. Foundational Counseling Skills
   1) Attending (verbal & nonverbal)
   2) Reflecting Feelings
   3) Summarizing
   4) Paraphrasing
   5) Confrontation
   6) Immediacy
C. Counseling theories from where advanced skills will be pulled
   1) Behavioral
2) Cognitive/Cognitive-Behavioral
3) Adlerian/Psychodynamic
4) Social Learning
5) Gestalt
6) Brief Counseling

V. INSTRUCTIONAL ACTIVITIES:
Experiential Skill Practice and Professional Behavior:
Students will practice and evaluate theoretically based skills and counseling approaches through in-class role-play and practice which will be supervised by the instructor.

Due to the naturalistic environment of these practice sessions, students may become aware of personal and sensitive material. Strict confidentiality will be expected based on the 2005 ACA Code of Ethics. Breaches of confidentiality will result in grade reduction and possible program dismissal.

Live Supervision:
Students will be observed by the supervisor during the practice portion of class.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Students will practice and evaluate skills through in-class role-plays allowing students to participate as both counselor and client while experiencing each theoretical approach.

VII. TEXT(S) AND RESOURCES:
A. Required Text:

B. Other Required Selections:
   Instructor assigned readings (e.g., journal articles)
   • *Students are expected to read assigned chapters/articles prior to each class*

C. References:

D. Websites:
   American Counseling Association (ACA): [www.counseling.org](http://www.counseling.org)
   American Mental Health Counselors Association (AMHCA): [www.amhca.org](http://www.amhca.org)
   American School Counselor Association (ASCA): [www.schoolcounselor.org](http://www.schoolcounselor.org)
   Kentucky Counseling Association (KCA): [www.kyca.org](http://www.kyca.org)
   Association for Play Therapy (APT): [www.a4pt.org](http://www.a4pt.org)
   Association for Creativity Counseling (ACC): [www.creativecounselor.org](http://www.creativecounselor.org)

E. Journals:
   *Journal of Counseling & Development*
F. Library Resources:
MSU Library: www.murraystate.edu/MSML
MSU College of Education Librarian: Katherine Farmer – (270) 809-6180 / kfarmer10@murraystate.edu

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Practice Sessions and Session Review Forms</td>
<td>20%</td>
</tr>
<tr>
<td>Case Presentation &amp; Supervision</td>
<td>25%</td>
</tr>
<tr>
<td>Advance Technique Paper</td>
<td>10%</td>
</tr>
<tr>
<td>In Class Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Record Keeping</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

B. Grading Scale:

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79
- E = Below 70

**NOTE:**
It is important to note that students who demonstrate personal limitations that might impede future performance, or consciously violate ethical standards and/or are ineffective and/or harmful to others, will not receive instructor endorsement to continue in clinical courses.

C. Assignments:

1) **Practice Sessions and Session Review Forms (20%)** (CACREP Standards Section II: G.1.j., G.2.c., G.3.e., G.5.a., G.5.b., G.5.c., G.5.d., G.5.e., G.8.e.)

Students will complete 10 weekly, 20-minute sessions. Each session will be recorded (instructor to provide recording device, but students will be responsible for their own storage device). The session should incorporate that week’s microcounseling skill. Students will be responsible for submitting session review forms to the instructor via Blackboard. Students will also be responsible for writing weekly case notes that reflect the content of the session and then maintaining those notes in the “client’s” files (See Record Keeping assignment).

2) **Case Presentation & Supervision (25%)** (CACREP Standards Section II: G.1.e., G.2.c., G.3.e., G.5.a., G.5.b., G.5.d.)

*Case Presentation:* Students will be broken up into supervision cohorts. Each student will be responsible for at least one case presentation. The purpose of the case presentation is to provide opportunities for interactive group feedback (i.e. supervision cohort). As such, you will provide the supervision cohort with a case write-up and show a 10-15 minute segment of a session on which you would like specific feedback (instructor will provide guidelines for case write-up). Your introduction
and review of the tape should take 20 to 25 minutes; this will be followed by group feedback and discussion. Additionally, you will be responsible for submitting to the instructor, via Blackboard, a 10-minute transcription and a self-assessment (instructor will provide guidelines for transcription and self-assessment).

Supervision: Prior to meeting with your supervision cohort, you will be required to read assigned readings on supervision and supervision theories. Furthermore, you are responsible for completing and submitting, via Blackboard, the assigned supervision exercises. The readings and assignments are not exercises to be carried out in futility; rather, you should mindful of incorporating your supervisory learnings when providing feedback to the counselor.

3) Advanced Technique Paper (10%) (CACREP Standards Section II: G.5.a., G.5.b., G.5.d., G.8.e.) Each student will write a paper (minimum five [5] typed pages [12 inch font, times new roman, one-inch margins]) describing an advance counseling technique; the theory it originates from; its effectiveness through a literature review; the populations for whom or settings in which the technique may be most effective or least effective; and the rationale for further research. This assignment should be in compliance with the APA Publication Manual: 6th Edition (2010). Instructor will provide rubric.

4) In-Class Presentation (10%) (CACREP Standards Section II: G.5.a., G.5.b., G.5.d., G.8.e.) Each student will present the technique described in his or her advance techniques paper. The presentation will be approximately 15 minutes and should include a typed handout to be distributed to each class member.

5) Record keeping (20%) (CACREP Standards Section II: G.1.j) Each student will be responsible for maintaining a client file. The file will include items such as the informed consent form, bio-psycho-social assessment, treatment plan, weekly case notes, and discharge plan. The files will be updated on a weekly basis, and the instructor will distribute and collect files on a weekly basis.

6) Attendance & Participation (10%): Given the interactive nature of this course, attendance is necessary and mandatory in order to develop knowledge and skills to be ethical and effective professional counselors.
   a. Attendance: Due to the seminar format of the course, discussions, readings, and lectures, it is required that students regularly attend class. If for any reason you find that you are unable to attend a class session, it will be your responsibility to personally contact the instructor prior to the scheduled class meeting. Students can only be absent from ONE (1) class meeting (if he or she contacts instructor prior to class meeting) without incurring 5 percentage points being subtracted from their final grade for EACH absence after one. More than three (3) absences will result in a failing grade for CNS 694: Advanced Counseling and Supervision regardless of academic good standing. Therefore, a student absent from two class meetings or one class meeting without prior notification to the instructor will have five percentage points (5%) subtracted from his or her final grade. You may contact the instructor if you know you will be absent from a class through a meeting, e-mail, or telephone message. Above all, I want to know you are safe and okay.
   b. Participation: Participation in CNS 694: Advanced Counseling and Supervision includes (a) having completed readings prior to class, (b) having completed all assigned work prior to class,
and (c) participation in class discussions. The following criterion will be used to evaluate your participation grade:

(97%) Attended all class meetings and was a leader & facilitator during class discussion.

(94%) Attended all class meetings and was actively involved in class discussion (consistently).

(90%) Attended all class meetings & participated or missed one class meeting, but was actively involved in class.

(87%) Missed one class meeting (or arrived late/left early from one class meeting) and participated in class discussions.

(84%) Missed two classes meetings (or arrived late/left early from two class meetings) and was actively involved in class discussions.

(80%) Missed two class meetings (or arrived late/left early from two class meetings) and participated in class discussions.

(74%) Overall, student was not actively engaged in the course & his or her learning experience, regardless of attendance

(0%) Missed three or more classes (or arrived late/left early from three or more class meetings)

* Being present in class & doing other activities (e.g., drawing, playing on computer, talking) is not considered being actively involved

ALL ASSIGNMENTS MUST BE TYPED & IN APA FORMAT

Please note: Any assignment not turned in at the designated classroom due date & time will result in ONE letter grade reduction for each day late. Assignments not turned in within three days after the designated classroom due date & time will NOT BE ACCEPTED and result in a failing grade for the assignment.

IF YOU HAVE ANY PROBLEMS WITH ASSIGNMENTS &/OR DUE DATES, PLEASE CONTACT THE INSTRUCTOR PRIOR TO THE DUE DATE SO POSSIBLE ACCOMMODATIONS MAY BE MADE IF NECESSARY.

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins. Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade.

X. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:
Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as
well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY STATEMENT:**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).
Course Specifics for CNS 694 (Fall 2012)

Instructor: Samir Patel, Ph.D.
Telephone: Office: (270) 809-6123
Office: Alexander Hall, Room 3218
E-Mail: spatel4@murraystate.edu

Office Hours: T.B.D.

Meeting Days: Wednesday Evenings
Meeting Times: 5:00 PM – 8:00 PM
Location: Madisonville

CACREP Counseling Program Specifics for CNS 694

<table>
<thead>
<tr>
<th>Clinical Mental Health Counseling Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations A2</td>
<td>Understands the ethical and legal considerations specifically related to the practice of clinical mental health counseling.</td>
</tr>
<tr>
<td>Foundations A3</td>
<td>Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.</td>
</tr>
<tr>
<td>Foundations A5</td>
<td>Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.</td>
</tr>
<tr>
<td>Foundations A8</td>
<td>Understands the management of mental health services and programs, including areas such as administrations, finance, and accountability.</td>
</tr>
<tr>
<td>Foundations B1</td>
<td>Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention C7</td>
<td>Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.</td>
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<tr>
<td>Counseling, Prevention, and Intervention C9</td>
<td>Understands professional issues relevant to the practice of clinical mental health counseling.</td>
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<tr>
<td>Counseling, Prevention, and Intervention D5</td>
<td>Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.</td>
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<tr>
<td>Counseling, Prevention, and Intervention D7</td>
<td>Applies current record-keeping standards related to clinical mental health counseling.</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention D9</td>
<td>Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.</td>
</tr>
<tr>
<td>Assessment H2</td>
<td>Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and psychological assessment for treatment planning and caseload management.</td>
</tr>
<tr>
<td>Research and Evaluation I1</td>
<td>Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.</td>
</tr>
<tr>
<td>Research and Evaluation I3</td>
<td>Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health</td>
</tr>
<tr>
<td>School Counseling Objectives</td>
<td>Assessment</td>
</tr>
<tr>
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<tr>
<td><strong>Research and Evaluation J1</strong></td>
<td>Applies relevant research findings to inform the practice of clinical mental health counseling.</td>
</tr>
<tr>
<td><strong>Research and Evaluation J2</strong></td>
<td>Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatment.</td>
</tr>
<tr>
<td><strong>School Counseling Objectives</strong></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td><strong>Foundations A2</strong></td>
<td>Understands the ethical and legal considerations specifically related to the practice of school counseling.</td>
</tr>
<tr>
<td><strong>Foundations A3</strong></td>
<td>Knows roles, functions, settings, and professional identity if the school counselor in relation to the roles of other professional and support personnel in the school.</td>
</tr>
<tr>
<td><strong>Foundations B1</strong></td>
<td>Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.</td>
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<tr>
<td><strong>Counseling, Prevention, and Intervention C3</strong></td>
<td>Knows strategies for helping students identify strengths and cope with environmental and developmental problems.</td>
</tr>
<tr>
<td><strong>Counseling, Prevention, and Intervention D1</strong></td>
<td>Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms</td>
</tr>
<tr>
<td><strong>Counseling, Prevention, and Intervention D5</strong></td>
<td>Demonstrates the ability to recognize his or her own limitations as a school counselor and to seek supervision or refer clients when appropriate.</td>
</tr>
<tr>
<td><strong>Research and Evaluation I1</strong></td>
<td>Understands how to critically evaluate research relevant to the practice of school counseling.</td>
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<tr>
<td><strong>Research and Evaluation I3</strong></td>
<td>Knows basic strategies for evaluating counseling outcomes in school counseling</td>
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<td><strong>Research and Evaluation J1</strong></td>
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<td><strong>Research and Evaluation J2</strong></td>
<td>Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.</td>
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</table>

**Tentative Topical Outline**