



COUN 8400 | ADVANCED COUNSELING THEORY AND TECHNIQUES | FALL 2023

PREREQUISITES

COUN 8030: Counseling Practices; COUN 8200: Counseling Theories.

COURSE DESCRIPTION AND CONTENT AREAS

This course introduces students to the basic knowledge and skills necessary to understand and apply counseling techniques related to differential approaches to treatment. Topics may include Solution-Focused, Adlerian, Cognitive-Behavioral (CBT), Dialectical Behavioral (DBT), Motivational Interviewing, and other techniques as deemed to be relevant/appropriate.

COURSE INFORMATION

A *procedure* is what the counselor does as prescribed by accepted theory and treatment protocol; *technique* is how well the counselor executes the procedure. The former is systematic and logical; the latter is stylistic, idiosyncratic and personalized. One can learn how to play the piano, but it takes more than hitting all the right notes to produce a melody and become a virtuoso. Advanced Theory and Technique helps the student to translate accepted theory into stylized and applicable procedures in the service of state-of-the-art, multicultural counseling activities. Furthermore, this course teaches the student how to develop a coherent, comprehensive conceptual understanding of the client, who the client is beyond symptoms and diagnosis, and how critical it is for the counselor to understand and incorporate the client's cultural frame of reference into the therapeutic dialogue.

COURSE WEBSITE

You will participate in this course using the UNO Canvas learning management platform system. Once you are in the platform you can learn how to use Canvas effectively, by clicking the "Help" link on the top right of the course page on Canvas.

KNOWLEDGE, SKILLS AND LEARNING OUTCOMES AND CACREP STANDARDS CHART

CACREP Standards Chart

Clinical Mental Health Standard(s)	Assignment/Learning Activity
3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues	Skills transcripts, in-class role playing, case study conceptualization, evidence-based techniques associated with different theories taught and practiced each week



Professional Identity Curriculum Standard(s)	Assignment/Learning Activity
F.5.j Evidence-based counseling strategies and techniques for prevention and intervention	Skills transcripts, in-class role playing, case study conceptualization, evidence-based techniques associated with different theories taught and practiced each week
F.8.b. Identification of evidence-based counseling practices	Evidence-based techniques associated with different theories taught and practiced each week

COURSE OBJECTIVES AND RELEVANT ACCREDITATION STANDARDS

- 3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues
- F.5.j Evidence-based counseling strategies and techniques for prevention and intervention
- F.8.b. Identification of evidence-based counseling practices

Course Goals

- The student will build on previous knowledge of counseling theory and skills/techniques (COUN 8030 and COUN 8200).
- The student will demonstrate broader knowledge of counseling theory and ability to bridge theory with intentional use of evidence-based interventions.
- Student will demonstrate ability to reflect on how their worldview, experiences, biases (positive/negative), and cultural experiences/characteristics influence their understanding and application of counseling theory and interventions.
- The student will demonstrate, through class-based activities and written exams, how a client's stage of change could impact how they utilize empirically based theory and interventions (techniques).
- The student will demonstrate, through class-based role-play and small group interaction, ability to translate theory to practice across distinctive theoretical paradigms.
- The student will be able to demonstrate ability to conceptualize a clinical case through a minimum of one self-selected theoretical orientation taught in COUN 8400. Additionally, the student will demonstrate ability to select, apply, and justify the use of a minimum of two empirical interventions from this chosen theory (or broader theoretical paradigm)

CACREP STATEMENT



This course is designed to develop competence identified by and in compliance with the CACREP for Masters level standards relevant to this course. Additional standards addressed in COUN 8200 are included in the Standards Chart at the end of this course outline.

COURSE REQUIREMENTS

Required Text

Bradley T. Erford, *45 Techniques Every Counselor Should Know*, 3rd Edition, Pearson Education, Inc., 221 River Street, Hoboken, NJ 07030

TECHNICAL REQUIREMENTS

You will need the following in order to participate in this course:

- Computer;
 - Reliable internet connection;
 - Computer microphone;
 - Some way to make and post a simple video (e.g., using a webcam, or a smart phone);
 - Open Canvas in a Mozilla Firefox browser
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TECHNICAL SUPPORT

You may also receive support from

- Information Technology Services Technical Support (human support)
unohelpdesk@nebraska.edu
402-554-4347 (HELP)
Eppley Administration Building, Room 104
Monday – Friday 8:00 to 5:00 pm
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DESCRIPTIONS OF COURSE ACTIVITIES AND ASSIGNMENTS

Foundational Knowledge

Skills Transcripts: Throughout the semester you will complete 3 skills transcripts. These transcripts will assess your ability to use the skill as described by the text and adapt the skill to the unique needs of the client you chose. This assignment will require you to introduce your client, explain why the intervention is suited for that client, demonstrate the use of the skill by constructing a coherent transcript conversation between you and your client, and then a short



debrief explaining what your client gained from the skill. The first transcript will be any skill in sections 1-4, the 2nd transcript will be any skill in sections 5-8, the third is any skill in sections 9-11, and the final is any skill in the textbook. Use the transcripts in the textbook as a guide to help you, but yours must be fundamentally different from the example in the book. This may include changing race/ethnicity, the gender, sexual or affectional orientation, age, presenting issue, or when in therapy the technique is being used. Your transcript will be similar since you are demonstrating the same skill as the example in the book, but every skill must be adapted for the unique situation of the client.

INTEGRATION, APPLICATION, AND LEARNING HOW TO LEARN

Skill Demonstration: Throughout the semester you will be required to complete three skills demonstrations. These will be done in groups of 2-3 and require you to record yourself demonstrating three different skills from the textbook. You can choose which skills you want to demonstrate based on the skills that you anticipate using in your clinical practice, but you must demonstrate a skill we have already covered in class. You may not demonstrate a skill that is not covered in this class or that has not been covered yet in the semester. After you have recorded yourself demonstrating the skill, review your tape and write a short reflection on how you believe you executed the skill. Use the section of your text “how to implement _____ technique” from the chapter of the skill you chose as a rubric. Talk about the sections of implementation that you did well, any parts you missed, and areas of growth. Finally, based on the aim of the technique, did it work with your “client” as intended?

Case Study Conceptualization: This assignment is your “final exam” in the course. More will be discussed later in the semester.

CARING AND HUMAN DIMENSION

Discussion Board: There will be two discussion board posts specifically attending to the multicultural adaptation of the counseling theories and techniques demonstrated in the course. You will be asked to discuss the adaption of two theories in these four ways: illuminating assumptions, identifying limitations, simplifying concepts, and diversity interventions. Since this course focuses more of the counseling techniques than the theory, you may need to refer to your Counseling Theories course to help support the information that you write in your discussion post.

Strength Based Approach Activity: Students will utilize a strength-based intervention in class and determine how to apply those strengths professionally. =



Participation: This course involves a lot of small group practice of the skills and active participation as you learn the skills. It is expected that all students are participating in all sections of the class.

OVERVIEW OF THE ASSIGNMENT GRADES

The table below provides an overview of how much each assignment is worth and when it is due.

Assignment	Points
Skills transcripts #1, 2, and 3	30(10 pts. each)
Case study conceptualization	15
Skills demonstration #1, 2, and 3	45 (15 pts. each)
Discussion board (x2)	10 (5 pts. each)
Strength based in-class	10
Participation	10
Total	120

GRADING SCALE

90-100% = A; 80-89%=B; 70-79%=C; 60-69%=D; 00-59%=F

Note: If you are on track for a D, you are failing the course.

UNIVERSITY POLICIES

ACCOMMODATIONS

The University of Nebraska at Omaha is committed to

providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu.)

ACADEMIC INTEGRITY

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Academic and Student Affairs for further action. I will assume for this course that you will adhere to the University of Nebraska at Omaha policies and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

TITLE IX SEXUAL MISCONDUCT



As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit [Title IX website](#) to learn more. If you are seeking help and would like to speak to someone confidentially, you can contact the [Counseling and Psychological Services \(CAPS\)](#) or [Gender and Sexuality Resource Center](#).

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to UNO's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT

Students at the University of Nebraska Omaha are expected to maintain standards of personal integrity in accordance with institutional goals for the success of all students. This means students are expected to assume responsibility for their actions; observe national, state, and local laws; follow university policies; and respect the rights and property of all people. For more information see [Student Conduct and Community Standards](#).

GRADING POLICIES

GRADE APPEAL

Individuals who believe that their grade in a particular course does not properly reflect their performance or that the instructor acted in an arbitrary or capricious manner in determining the grade should first contact the instructor to determine the rationale for the grade or if there was an error in reporting. Consultation with the instructor should take place before taking any formal action in regard to a grade appeal.

You will find the Department of Counseling grade appeal policy in the Student Handbook: <https://www.unomaha.edu/college-of-education-health-and-human-sciences/counseling/student-resources/student-handbook-fall-2022.pdf>

DROPPING A COURSE



A class can be dropped from your schedule via MavLINK up until the last day to withdraw. The last day to withdraw can be found on the [Academic Calendar](#). If you are currently enrolled, you can click on the "refund" link next to each class in your schedule. You can also contact the Office of the University Registrar to verify the last day to withdraw.

Drops can only be completed in the 100% refund period of your course. If you drop the course from your schedule during this period, it will not be listed on your academic transcript. Withdraws can be completed up until the last day to withdraw for the semester. If you withdraw from a course, a grade of "W" is given for that course and this will be listed on your academic transcript. "W" grades have no impact on your academic GPA.

COURSE EXPECTATIONS

CLASSROOM CIVILITY

It is important to build a classroom climate that is welcoming and safe for everyone. Please display respect for everyone in the class. You should avoid racist, sexist, homophobic, or other negative language that may exclude members of our campus and classroom community.

Adhere to the 2014 ACA Ethical Guidelines.

PARTICIPATION AND ABSENCE

This class operates in a graduate seminar format, where everyone is expected to attend regularly and actively participate in the discussion and learning activities. You need to come prepared with dialogue, questions, comments, and having read the assigned text materials. Absences and lack of class readiness will lower the final grade in this course. **Students will lose 3 points off of their total grade for each absence. I have built one grace day into the schedule, so you may miss one day without penalty. All other absences will result in losing 3 points from your final grade. You can make up for one missed class by attending a training, proof of attendance will earn you back 3 points. This training must be pre-approved.** Class participation expectations include: constructive feedback for peers, preparation for class, attendance and punctuality, review of professional literature.

Active use of your UNO email and Canvas is required. If you do not have internet access or printing capabilities from home, plan to spend time in the library or one of the computer labs on campus. There are no excuses for not being able to access information or turn in work.

This course is built using **Fink's Significant Learning Taxonomy**. This taxonomy includes both learning activities and assessment measures that include foundational knowledge (understanding and remember information and ideas), application (skills, critical thinking, manage projects), integration (connecting ideas, people, and different areas of life), human



dimension (learning about oneself and others), caring (developing new feelings, ideas, and values), and learning how to learn (becoming a better student through inquiring about subjects as a self-directed learner).

Conducting any personal or non-8400 work while in class is prohibited and can lead to point deductions for class participation.

In the event of personal, family or work issues or emergencies that can lead to a late arrive to class or an absence from class, students are required to notify the instructor at the earliest possible time. If necessary or appropriate, make up dates and assignments will be addressed between the student and instructor. However, all absences receive point deductions as indicated in the class participation guidelines outlined below.

GRADUATE LEVEL WRITING

Graduate level writing is expected on all written assignments. Written assignments should be typed, free of grammatical and spelling errors, as well as follow guidelines given in class. Reference citations should always be included where needed according to APA writing style. Not meeting these criteria will be reflected in your grade for that writing assignment.

Students will seek writing assistance at the UNO Writing Lab when requested by instructor; Proof of participation with the UNO Writing Lab is required in the form of an email to the instructor from the UNO Writing Lab.

LATE WORK

Late assignments will receive an automatic deduction of 10% on the total points assigned to the activity/assignment unless the instructor has granted an exception. Exceptions are for emergency purposes only and are provided at the instructor's discretion.

RIGHT OF REVISION

The instructor reserves the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.

Subjective assessment, and grade, by the instructor is final. Students who disagree have one calendar week to provide a written rebuttal detailing his/her position. When appropriate, the student will provide empirical evidence supporting one's position. The instructor will meet with the student within one calendar week of receiving the written rebuttal to discuss stated concerns and render a final decision on the final grade.

FAIR USE POLICY



Copying or recording synchronous classes and asynchronous course materials without the express prior approval of Professor Cox is prohibited. All copies and recordings remain the property of UNO and Professor Cox. UNO and Professor Cox reserves the right to retrieve, inspect, or destroy the copies and recordings after their intended use. These policies are not intended to affect the rights of students with disabilities under applicable law or UNO policies.

ESSENTIAL COURSE OBJECTIVES

The following course elements constitute as essential course objectives:

1. Group interaction through active participation in role-play counseling vignettes that includes receiving constructive feedback from peers and instructor with respect to technique, and providing such feedback.
2. Participation in self-awareness and self-assessment discussion with respect to strengths and weaknesses in conceptualization of theory/techniques (interventions).
3. Removing or modifying essential course objectives results in fundamental alteration. If you anticipate difficulty meeting these essential course objectives, please communicate with your instructor about this immediately.

*If you anticipate difficulty meeting these essential course objectives, please communicate with your instructor about this immediately.